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## DEVELOPMENTAL DISABILITIES COUNCIL ANNUAL PROGRAM PERFORMANCE REPORT

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### SECTION I: IDENTIFICATION

1. State/Territory Name: SOUTH DAKOTA
2. Federal Fiscal Year Reporting: Oct. 1, 2007 through Sept. 30, 2008
3. Contact person regarding PPR information: Arlene Poncelet
4. Contact person's phone number: 605-773-6369
5. Name of Executive Director: Arlene Poncelet
6. Name of Chairperson: Travis Arneson
7. Council Address: Hillsview Plaza, c/o 500 E Capitol, Pierre, SD 57501
8. Council Phone Number: 605-773-6369
9. Council FAX Number: 605-773-5483
10. Council e-mail address: arlene.poncelet@state.sd.us
11. Council Web Page address: http://dhs.sd.gov/ddc
12. Did your Designated State Agency (DSA) change this fiscal year?  
☒ No ☐ Yes If Yes, name of new DSA: \_\_\_\_\_  
If Yes, is the new DSA a Service Provider? ☐ Yes ☐ No
13. State Authority Establishing Council:  
State Statute ☒ Executive Order ☐ N/A
14. Has the Executive Order/Statute changed this year?  
☒ No ☐ Yes ☐ N/A If yes, kindly attach a copy

OMB #: 0980-0172

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**SECTION II: COMPREHENSIVE REVIEW AND ANALYSIS UPDATE** - Please provide an update on the comprehensive review and analysis in your State Plan. Include a description of the adequacy of health care and other services, supports, and assistance that individuals with developmental disabilities receive 1) in ICF(MR)s; and 2) through home and community-based waivers.

### Council Specific Activities

The process of review and analysis of the state service system for people with developmental disabilities consists on ongoing input to the Council. This year state agency updates at Council meetings included the DHS/Division of Developmental Disabilities, DOE/Office of Special Education, Department of Health, Department of Transportation and DSS/Office of Child Care Services. Grant reports and requests were made to the Council related to self-advocacy, College of Direct Support, Partners in Policymaking, dental services, training for community provider staff, public information and awareness, Youth Leadership Forum and more.

Council members and staff participated in workgroups, steering committees and advisory boards to keep current on trends and provide input on activities that affect services and supports for people with developmental disabilities. Examples include the Family Support Council, SD Alliance for Children, Consortium on Prevention of Fetal Alcohol Spectrum Disorders, Consumer Advisory Committee, Dental Services for People with DD Workgroup, NACDD Public Policy and Council Services Teams, DD Network, Disability Advocacy Network, ADD Performance Measures Workgroup, Core Stakeholders Workgroup and People Leading Accessible Networks of Support (PLANS) Workgroup.

### Economic & Legislative Update

The State's economic forecast was driven by several factors, such as the prospects of a renewed seasonal drought in parts of the State, the State's preference for a sales tax on food, diminishing availability of resources from the tobacco tax, and reduction of federal assistance together with the challenges of expected increased costs to core State programs and services. In early 2008, both the State's Bureau of Finance and Management and the Legislative Research Council (LRC) budget staff presented that even though South Dakota is not feeling the drastic housing foreclosure impact and its unemployment rate remains low, revenue forecasts remain guarded. Both agencies predicted that the revenue available in comparison to last year will be lower and will experience a further drop in 2009. Both political parties agreed that taking money from the State's reserve is not a long-term solution to the projected shortfalls.

Legislation passed in 2008 revised provisions in the special education statutes relating to definitions. SDCL 13-37-35.1 sets out a series of six disability levels and the amounts of funds a school district will receive for each enrolled student with that disability level. The definition of the "Level two disability" was changed by deleting the term "mental retardation" and using instead the term "cognitive disability," which better defines a range of disabilities within that level. The Legislature continued the cochlear implant program beyond the June 28, 2008 termination date. During hearings

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proponents spoke of the positive impact the program and its beneficial outcomes for children.

The Legislature approved revisions to current statutes at SDCL 23A-27A, setting out the procedure to implement capital punishment in the State. One of the areas addressed by the changes was to clarify procedures to be used to comply with current U.S. Supreme Court standards and guidelines if a question is raised regarding mental capacity of the person at any point in the process.

After July 1, 2008, specified agencies and programs must submit and compare names with the central registry for abuse and neglect. The agencies and programs include: current or potential employees or volunteers from the Juvenile Division of the Department of Corrections; any adolescent treatment program operated by the Department of Human Services, and any entity recognized as administering a Court Appointed Special Advocates (CASA) program pursuant to SDCL 16-2-51. The screening is also to be conducted for persons who are being considered as court appointed guardian ad litem in abuse and neglect SDCL 26-8A proceedings. Any findings are to be reported to the requesting entity. The person undergoing the screening is to provide written consent and failure to do so will disqualify an applicant from employment or appointment.

The general appropriations bill established the funding levels for the Department of Human Services which includes the Division of Developmental Disabilities (DDD). They closely follow the recommended appropriation levels contained in the Governor's proposed budget, with the exception of additional funds being added to assist the community adjustment training system to deal with the challenges of high staff turnover. These funds included an expansion of Family Support 360 program to add 1 adult specific program and 7 additional programs that can serve children and adults. The expansion brings the total number of Family Support 360 programs to 25 and will allow approximately 280 children to move from the statewide waiting list to local programs. .

### Developmental Disabilities Service System

Home & Community Based Services (HCBS) Comprehensive Waiver - DDD requires providers of Home and Community Based Services (HCBS) Waiver Services to meet biennial certification requirements which include compliance with (1) a biennial survey of Administrative Rules of South Dakota (ARSD) and (2) providers also meet an outcome-based quality assurance survey. Both requirements assess the Individual Support Plan (ISP) to ensure protection of the participant's best interests.

During FFY08, DDD utilized an internet based survey tool and review process. The tool gathers aggregate data in the areas of: Participant Rights and Responsibilities, Provider Capacity and Capability, Participant Centered Service Planning and Delivery and Participant Safeguards. The tool ensures consistent, statewide application of the ARSD and HCBS waiver assurances. This tool is also used by the Department of Health surveyors.

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The quality assurance review is conducted by DDD or the Council on Quality & Leadership (CQL). The quality assurance reviews endorse person-centered outcomes that include reviewing the health, safety and welfare of people as well as their needs and the supports provided to meet their desired outcomes.

(1) Outcome-based quality assurance survey requires 100% compliance with ten basic assurance factors. These factors include: Rights Protection and Promotion; Dignity and Respect; Natural Support Networks; Protection from Abuse, Neglect, Mistreatment, and Exploitation; Best Possible Health; Safe Environments; Staff Resources and Supports; Positive Services and Supports; and Continuity and Personal Security and Basic Assurance System.

Factor eight, Positive Services and Supports, assesses participants' ISPs for person-centered and person-directed services and supports. This factor specifically assesses: participants' ISPs for personal goals; person-centered and person-directed services and supports; participants' active involvement in ISP development; supports to participants for person-centered plans; participants' assessments, evaluations and screenings results based on individual strengths and needs; a quarterly review and annual review by the participants and the participants' service coordinators; and the modification of the ISP by participants as goals and objectives are or are not realized.

Aggregate data comparisons are completed for South Dakota with national benchmarks. South Dakota's averages currently exceed national benchmarks in the following areas: a) People choose personal goals; b) People choose where and with whom they live; c) People choose where they work; d) People choose their daily routines; and e) People choose services.

(2) Each provider is required to demonstrate compliance with a biennial ARSD/HCBS survey. Survey protocol assesses ISP development and implementation as indicated below. A recently revised survey protocol will provide the State data which will identify statewide and provider-specific strengths and needs to increase quality services. This tool requires ISPs to address the following: a) timely completion; b) review of assessment information for appropriate provision of services and supports; c) team composition; d) goal and related objectives; e) observation of ISP implementation; f) participant participation; and g) responsiveness to changing needs.

The findings from the biennial survey include appropriateness of services, quarterly reviews of program implementation for possible changes, specific services being provided, fiscal review of services rendered and review of possible abuse, neglect, and exploitation situations. The results of this review are provided to the Department of Social Services (DSS) for monitoring, oversight and approval.

The significant findings during the past year are as follows: seven providers received deficiencies in the area of meeting reporting timeframes for incident reports; six providers received deficiencies in the area of rights restrictions and due process; six providers received deficiencies for not adequately completing monthly monitoring/quarterly observations. Three providers received recommendations in the area of individuals' goals. Providers should be more person centered and creative when

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addressing individuals' goals.

Family Support Waiver - Similar to the HCBS Waiver, the DDD requires each provider of Family Support services to meet certification requirements which include compliance with (1) an outcome-based quality assurance family focus group interview process and (2) a biennial survey of ARSD.

(1) The outcome-based quality assurance family focus group interview requires 100% compliance with the same ten basic assurance factors listed earlier. In addition, families are invited to attend a forum where they are interviewed as a group. The interview focuses on obtaining information about whether outcomes related to the ten basic assurance factors are present.

Aggregate data comparisons are completed for South Dakota with national benchmarks. South Dakota's averages currently exceed national benchmarks in the following areas: a) People choose personal goals; b) People choose where and with whom to live; c) People choose where they work; d) People choose their daily routines; and e) People choose services.

(2) The biennial ARSD survey is conducted through a review of a minimum 5% sample of ISPs. The review process includes inspection of specific services being provided, appropriateness of services, fiscal review of services rendered, annual and quarterly reviews of changes needed in ISPs, documentation of service coordination and review of possible abuse and neglect situations. A summary of the DDD findings are submitted to DSS for review and approval or denial.

Significant revisions to the ARSD governing Family Support services were approved and became effective July 1, 2008. This resulted in the revision of the current HCBS and ARSD review process. Both the survey tool and participant satisfaction survey provide data to the State and the Family Support providers that indicates areas of strengths as well as areas of needed improvement in their delivery of services and supports to participants. Each provider will be required to address all deficiencies and recommendations within a given timeframe. The biennial survey for Family Support providers using the new survey tool and participant satisfaction survey will commence in January 2009.

Annual HCBS utilization reviews were conducted for 534 individuals who receive HCBS Family Support Waiver services. Documentation necessary to maintain eligibility for HCBS was in order for all 534 individuals. Each individual's continued eligibility is based on the review of annual ICAP data (minimum of 3 functional limitations). The reviews are conducted by a DHS QMRP (qualified mental retardation professional) and registered nurse. Results of the utilization reviews are sent to DSS for final approval.

Critical Incident Reports are submitted electronically by providers to the DDD. There are seven categories of critical incident reports that include: life-threatening illness or injuries, alleged instances of abuse, neglect or exploitation against or by participants, changes in health or behavior that may jeopardize continued services, and illnesses or injuries that resulted from unsafe or unsanitary conditions.

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Participant directed employees are required to report abuse, neglect and exploitation to the family support coordinator as detailed in their Support Providers Employee Handbook. A tracking system has been developed in order to manage the submission of critical incidents, identify trends concerning individual participants, and ensure that timelines for submission of reports are being met. If trends are identified regarding individuals or providers the waiver manager will address concerns with that provider in an effort to provide guidance on how to best remediate the situation by possibly providing additional services and supports. For example, through the submission of multiple incident reports, it was identified that an adult participant was having ongoing problems in the home that he was sharing with his parents. It was determined that, with additional supports, the individual could live on his own, per his request. Changes in his Individualized Service Plan were made and additional supports were put in place to make the transition successful.

### Other DDD Activities

The HCBS Comprehensive Waiver (now known as the CHOICES Waiver) and the Family Support Waiver were both renewed in 2008. As part of this process, the DDD has been working on changes to the Administrative Rules that apply to DD services. One of the changes reduces the amount of paperwork required for a participant's initial Level of Care determination and annual redetermination. In order to further increase person-centered planning and service delivery, another change will require providers to utilize at least one person-centered tool during the development of each participant's service plan.

ARSD revisions for Family Support Services were approved in 2008. Revisions are being completed for the ARSD related to the CHOICES Waiver for approval in 2009. One recommendation is that Adjustment Training Centers (ATCs) be changed to Community Support Providers (CSPs). This change requires that SD Codified Law (SDCL) also be revised. Another recommended change is to the definition of developmental disability. Currently a definition exists in SDCL which is used for determining eligibility for individuals who request services through general funds. A second definition is located in ARSD (DSS/Medicaid) which is used for individuals who apply for waiver services. It is anticipated that the future definition will define intellectual functioning and adaptive behavior to address the population of people DDD services. This may result in a grandfather clause for current HCBS recipients who will not meet the new criteria. A bill will be submitted to the 2009 Legislature related to the above changes.

DDD has been actively involved in a systems change grant from the Council that is directed at a change towards more self-directed services. This grant has focused on person-centered thinking skills and tools training for community support providers, piloting independent service coordination, and development of a fiscal agent/employer model for participants in the Family Support 360 / PLANS (People Leading Accessible Networks of Support) projects. More can be found on these activities in the Formal & Informal Community Supports section of this report.

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DDD was awarded its final year of implementation of a 5-year grant to develop a seamless, single-point of entry service delivery model (Family Support 360, Project of National Significance). The primary goal of the PLANS Grant activities is to assist people with developmental disabilities, families and communities to preserve, strengthen and maintain the family unit by supporting individuals with developmental disabilities in communities of their choice. The PLANS coordinators are serving approximately 160 people with developmental disabilities.

The South Dakota Developmental Center (SDDC) continues to work closely with the DDD through an Outplacement Workgroup. An outplacement/waiting list is used to track people who no longer meet criteria to remain at SDDC or whose community placement is jeopardized. The list also provides data regarding capacity issues for the community and SDDC. SDDC continues to provide consultation services to community support providers to reduce the number of emergency admits to SDDC.

DDD and SDDC are involved with an Application Revision Workgroup. This group is developing an application that will replace the current website application, as well as an "instructions guideline". The intent is to ensure the application is not as lengthy and not duplicative of required attachments; person-centered; includes a checklist format for required attachments needed for funding to begin and how to obtain those documents; includes a list of documents required to ensure appropriate supports and services; includes contact information and a flexible release form so that information necessary can be readily obtained. It is expected that this will increase consistency in the application process to help people access services whether they are at SDDC, the Human Services Center (HSC), another agency or in the community.

DD and agency nurses formed two workgroups. The first worked on a core curriculum for medication administration that would be transferable between agencies for med-certified staff in good standing. It will also assure that curriculums meet ARSD criteria. The second workgroup addressed the complex medical issues of the people served and issues related to aging. This group developed a health risk assessment tool.

Service Based Rates (SBR) that are used for determining daily rates for services, are currently being re-modeled for 2010. A workgroup has been put in place to work on this process. Mathematica is consulting with DDD on this re-model. The new model will allow DDD to break out the cost per individual service.

Community Support Network – During FY07, a DDD consultant reviewed existing systems for crisis management and provided recommendations to expand the number and variety of crises supports for people with challenging behaviors. A hierarchy of interventions was recommended. Level I interventions include providing more structure to the SDDC outplacement process, increasing the knowledge and responsibilities of DDD staff to manage potentially critical situations, and the development of a Community Support Network to advise system developments and build community capacity. Recommended Level II activities involve a crises response team and include on-site technical assistance, professional consultation and treatment and direct support intended to keep an individual in their own home and community. Level III services include intensive treatment, training and support to avoid institutional or more restrictive

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placement and includes temporary out-of-home respite for individuals whose needs cannot be met by Level II services.

During FY08, the Network held a training that provided in depth instruction on the review of complaints and the completion of investigations and a conference where information was shared on the history, current needs and plans for SDDC. The Crisis Respite Program in Sioux Falls began serving people in November and has remained busy. The Community Support Network will continue to focus on the development of a training schedule to build community capacity for challenging behaviors.

The Core Stakeholders Workgroup reviewed and adopted a purpose statement that designates the workgroup's role as an advisory group to DDD. This includes providing a forum for respectful, open and honest exchange of ideas among its membership in the spirit of good problem-solving for the betterment of all.

#### **OTHER ACTIVITIES**

One underserved population in South Dakota has been people with traumatic brain injury (TBI). An agency in southeastern South Dakota developed a facility and services for people with TBI and/or spinal cord injury. This has allowed people who were receiving services in another state to receive services closer to their families and communities. This agency is working with a community support provider to provide programming for individuals who were injured after age 22 and have completed an acute rehabilitation program. Services will include residential and occupational therapy, nursing, nutrition, physical therapy, life skills and cognitive training.

#### **Waiting List**

Please report any change in number (from last year to this year) of individuals with developmental disabilities on waiting lists for services.

<b>Waiting List Name</b>	<b># in State Plan for FFY07-11</b>	<b>Number in FFY08</b>	<b>Number in FFY07</b>
DDD Services	24	1	***
Local Family Support	18	***	*
Statewide Family Support	0	***	*
Respite Care	0	***	0
Guardianship	0	***	0
Public Housing (Section 8)	1,006	**	**

#### **Waiting List narrative:**

Please provide a brief narrative explaining any changes.

\* Individuals on the Division of Developmental Disabilities' waiting list are individuals who are not receiving services from a community based provider. Families requesting



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Local Family Support services are eligible for the Statewide Family Support program and receive services from that program until there is an opening on a Local program. There are approximately 300 families on Statewide Family Support and with the addition of 8 programs for children and adults, many of these families will be able to move to a Local Family Support program if they choose.

\*\* Section 8 and other housing waiting lists are maintained by local public housing authorities (PHAs) and applicants are not tracked by type of disability. In an effort to gather the information requested, the SD Council sent out a voluntary survey of local PHAs for the past several years. Since a different group of PHAs responded to the Council's request for information each year, it was determined that this survey was not providing consistent information and was discontinued.

\*\*\* This information was not available at the time this report was submitted.

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**SECTION III: AREAS OF EMPHASIS AND PERFORMANCE TARGETS**

**EMPLOYMENT (EM): People with developmental disabilities have a variety of employment options.**

**1. PROJECTS, STRATEGIES AND/OR ACTIVITIES**

Project/activity name: Self-Directed Career Enhancement Project

- (i) Implementer: ☐ In house ☒ by contract/grant  
(ii) Grantee/Contractor name (if appropriate): Volunteers of America - Dakotas  
(iii) Beginning date: 10/1/05 Ending date: 12/30/08  
(iv) Part B \$: 11,746 Other(s) \$: \_\_\_\_\_  
(v) Intermediaries/Collaborators  
☐ State Protection and Advocacy System  
☐ University Center(s)

(vi) Primary Type of Activity.

- ☐ Outreach  
☐ Training  
☐ Technical Assistance  
☒ Supporting & Educating Communities  
☐ Interagency Collaboration & Coordination  
with Related Councils, Committees and Programs  
☐ Barrier Elimination, Systems Design & Redesign  
☐ Coalition Development & Citizen Participation  
☐ Informing Policymakers  
☐ Demonstration of New Approaches to Services and Supports  
☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

The Self-Directed Career Enhancement Project (SCEP) was designed to create a model of self-directed service delivery and fiscal control that would allow individuals with developmental disabilities to lead, plan and assess specific career planning that will promote employment opportunities. The outcomes for the project include leadership development, career planning, employment exploration, job placement, use of social capital and the creation of individual safety nets for long term support.

Three young adults with developmental disabilities were provided with career exploration activities along with on the job training experiences in the retail sector. One of those individuals remains competitively employed at a local grocery store.

All three were active members of a local Toastmasters group. Toastmasters helped those three individuals improve their communication and leadership skills while fostering self-confidence and personal growth.

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**2. COUNCIL RESULTS FOR REPORTING YEAR IN EMPLOYMENT:**  
People with developmental disabilities have a variety of employment options.

EM01 Adults have jobs of their choice through Council efforts:   8  

EM02 Dollars leveraged for employment programs:           

EM03 Employers provided vocational supports to students on the job:   2  

EM04 Businesses/employers employed adults:   12  

EM05 Employment programs/policies created/improved:           

EM06 People facilitated employment:   2  

EM07 People trained in employment:   12  

EM08 People active in systems advocacy about employment:             
(Results reported in QA06.)

Breakout number by category:

- 1) Self -advocates:
- 2) Family members:
- 3) Others:

EM09 People trained in systems advocacy about employment:: Total             
(Results reported in QA07.)

Breakout number by category:

- 1) Self -advocates:
- 2) Family members:
- 3) Others:

EM10 Other:            People with developmental disabilities are provided information and/or assistance with self-employment

EM11. Other:   2   Updates provided to the Council on employment.

EM12 Other(s):   273   People provided information and resources on employment.

**3. NARRATIVE DESCRIPTION OF COUNCIL RESULTS FOR REPORTING YEAR IN EMPLOYMENT**

The 2007 Fall Rehab Conference was combined with the Aberdeen Employment Network (ERN) initiative. This combination brought vocational rehabilitation staff, providers and employers together for a common purpose. There were approximately 250 participants –

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employees of vocational rehabilitation agencies, schools, providers, consumers, consumer organizations, 121 Native American vocational rehabilitation programs and employers. Almost all of the 19 community based developmental disabilities providers were represented at this conference. The program included topics ranging from job development and job placement strategies, serving returning Veterans with disabilities, identifying functional limitations, ethics in the rehabilitation field and defusing violent encounters. The employer luncheon included local employers and the mayor as part of the National Disability Employment Awareness Month activities. SD Advocacy Services and the Council shared an exhibit booth at this conference to share information and resources with attendees.

The Human Service Agency/ATCO implemented a Transitional Training Program from August 2007 thru January 2008. Prior to this program, ATCO offered training programs for Employment, Vocational and Residential. The need for the Transitional Training Program became evident through the increase in people supported by ATCO who were showing an interest in volunteering within their community. There was also a need for a training curriculum outside of what the agency's vocational program was able to provide. These skills were too specific to incorporate into a large training setting. The program was coordinated and administered through the Employment Services department of ATCO. The job developer worked with 10 employers to develop volunteer placements/worksites for the program participants. The program provided on-site work experiences, promoted community inclusion, created social capital and provided specified vocational training. The program did not include a paid wage incentive and had more emphasis on transitioning into actual employment not just volunteering. Ten people volunteered at the worksites and one person was hired into community employment. The businesses were able to see how a person with a disability could do a job at the worksite. Project participants became more involved in the community and were given the chance to learn about employment at a community worksite. Project participants learned about the importance of hygiene, dress codes, on the job safety, responsibility, following instructions and attendance.

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**HOUSING (HO): People with developmental disabilities are provided opportunities and choice for inclusive community living.**

**1. PROJECTS, STRATEGIES AND/OR ACTIVITIES.**

project/activity name: A Guide to Home Ownership for People with Limited  
Income in South Dakota

- (i) Implementer: ☒ In house ☐ by contract/grant
- (ii) Grantee/Contractor name (if appropriate):
- (iii) Beginning date: 10/1/05 Ending date: 10/31/11
- (iv) Part B \$: \$ Other(s) \$:
- (v) Intermediaries/Collaborators
- ☒ State Protection and Advocacy System
- ☒ University Center(s)
- a) SD Housing Development Authority
- b) Housing & Urban Development, Rural Development Office
- c) SD Coalition of Citizens with Disabilities
- d) Division of Developmental Disabilities
- (vi) Primary Type of Activity.
- ☐ Outreach
- ☐ Training
- ☐ Technical Assistance
- ☒ Supporting & Educating Communities
- ☐ Interagency Collaboration & Coordination
- ☐ Coordination with Related Councils, Committees and Programs
- ☐ Barrier Elimination, Systems Design & Redesign
- ☐ Coalition Development & Citizen Participation
- ☐ Informing Policymakers
- ☐ Demonstration of New Approaches to Services and Supports
- ☐ Other(s)

(vii) Briefly Describe the Project, Strategy, or Activity.

A previous guide to home ownership was revised, printed and disseminated. It is also available on the Council's website. Based on comments received from people who received the revised guide, changes are being made before another reprinting is completed.

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project/activity name: Maximizing Community Resources to Expand Residential Options

- (i) Implementer: ☐ In house ☒ by contract/grant
- (ii) Grantee/Contractor name (if appropriate): Black Hills Workshops and Training Center
- (iii) Beginning date: 9/1/08 Ending date: 9/30/08
- (iv) Part B \$: \$ 3,347 Other(s) \$: 1116
- (v) Intermediaries/Collaborators
- ☐ State Protection and Advocacy System
- ☐ University Center(s)
- a)
- b)
- c)
- (vi) Primary Type of Activity.
- ☐ Outreach
- ☐ Training
- ☐ Technical Assistance
- ☒ Supporting & Educating Communities
- ☐ Interagency Collaboration & Coordination
- ☐ Coordination with Related Councils, Committees and Programs
- ☐ Barrier Elimination, Systems Design & Redesign
- ☐ Coalition Development & Citizen Participation
- ☐ Informing Policymakers
- ☐ Demonstration of New Approaches to Services and Supports
- ☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

Bob Laux from Wild River Consulting Corporation of Bethel, Maine, presented as part of his national Developmental Disabilities Lecture series on the topic "Your Place or Mine? – Maximizing Community Resources to Meet Housing Needs!" The presentation was held in September. Invitations were sent to over 600 people including parents/guardians receiving services from the agency, bankers, real estate agents and other statewide agencies associated with providing services for people with disabilities.

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**2. COUNCIL RESULTS FOR REPORTING YEAR IN HOUSING: People with developmental disabilities are provided opportunities and choice for inclusive community living.**

HO01 Individuals have homes of their choice through Council efforts:     3    

HO02 People moved from congregate settings to homes in community:         

HO03 Dollars leveraged for housing:         

HO04 Banks made mortgage funds available to enable people to own their own homes:         

HO05 Housing programs/policies created/improved:         

HO06 Units of affordable, accessible housing made available:     2    

HO07 People facilitated home ownership/rental:     8    

HO08 People trained in housing:         

HO09 People active in systems advocacy about housing:         

*(Results reported in QA06.)*

Breakout number by category:

1) Self -advocates:         

2) Family members:         

3) Others:         

HO10 People trained in systems advocacy about housing:     25    

*(Results reported in QA07.)*

Breakout number by category:

1) Self -advocates:         

2) Family members:         

3) Others:     25    

HO11 Other(s):     400     Number of materials disseminated.

HO12. Other(s):     378     People provided with information and resources on community living.

**3. NARRATIVE DESCRIPTION OF COUNCIL RESULTS FOR REPORTING YEAR IN HOUSING.**

The Home Ownership Guide was distributed widely during FFY07 and 08. In the fall of 2008, a Partners graduate received a copy of the booklet and began reviewing the information with her support staff. Together, the two of them looked at houses that were for sale in her community and met with the bank regarding a loan. She found the

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perfect place and in November 2008 was able to move into the house with her pets. It is a great house with a large yard where the daycare children could play.

This Partner graduate is also a member of the PLANS (People Leading Accessible Networks of Support) Workgroup. She and her support staff put together a PowerPoint presentation for the PLANS Workgroup and also shared this at the "Common Grounds" event at Partners Continuing Education weekend.

The Council Director has heard anecdotal information from several others who have used the Home Ownership booklet as a place to begin a discussion on the possibilities of community living whether that be owning a home, renting an apartment, or working on independent living skills so they can one day have a place of their own.



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**HEALTH (HE): People have a range of needed health care services, with a focus on dental and medical services, preventative health care, traumatic brain injury and fetal alcohol spectrum disorders.**

**1. PROJECTS, STRATEGIES AND/OR ACTIVITIES.**

project/activity name: Caring for Smiles, Phase II & III

- (i) Implementer: ☐ In house ☒ by contract/grant  
(ii) Grantee/Contractor name (if appropriate): Delta Dental of South Dakota  
(iii) Beginning date: 10/1/07 Ending date: 9/30/08  
(iv) Part B \$ \_\_\_\_\_ Other(s) \$ \_\_\_\_\_  
(v) Intermediaries/Collaborators  
a. ☐ State Protection and Advocacy System  
b. ☐ University Center(s)  
c-g.) \_\_\_\_\_

(vi) Primary Type of Activity.

- i. ☐ Outreach  
ii. ☒ Training  
iii. ☐ Technical Assistance  
iv. ☐ Supporting & Educating Communities  
v. ☐ Interagency Collaboration & Coordination with Related Councils, Committees and Programs  
vi. ☐ Barrier Elimination, Systems Design & Redesign  
vii. ☐ Coalition Development & Citizen Participation  
viii. ☐ Informing Policymakers  
ix. ☐ Demonstration of New Approaches to Services and Supports  
x. ☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

During FFY08, a "Caring for Smiles" training course for dental professionals who would like to expand their knowledge and ability to treat people with special needs who may have complex medical, psychological or social situations. This course was the kick off for the SD Dental Association annual convention in May 2008. Dr. Paul Glassman from the University of the Pacific School of Dentistry was the featured speaker. A parent and individual with developmental disabilities were part of a discussion facilitated by Dr. Glassman as part of the training. Dental professionals received Continuing Education Credits for the training and an added incentive was enhanced Medicaid provider reimbursements available to dentists who completed the training. Attendance included 80 dentists and 350 dental auxiliaries. The program was videotaped so that other dentists could view the course and receive the enhanced reimbursement.

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**project/activity name:** FASD Family Education Training

- (i) Implementer: ☐ In house ☒ by contract/grant
- (ii) Grantee/Contractor name (if appropriate): Center for Disabilities
- (iii) Beginning date: \_\_\_\_\_ Ending date: \_\_\_\_\_
- (iv) Part B \$ \_\_\_\_\_ Other(s) \$ \_\_\_\_\_
- (v) Intermediaries/Collaborators
  - a. ☐ State Protection and Advocacy System
  - b. ☒ University Center(s)
  - c-g.) \_\_\_\_\_
- (vi) Primary Type of Activity.
  - i. ☐ Outreach
  - ii. ☒ Training
  - iii. ☐ Technical Assistance
  - iv. ☐ Supporting & Educating Communities
  - v. ☐ Interagency Collaboration & Coordination with Related Councils, Committees and Programs
  - vi. ☐ Barrier Elimination, Systems Design & Redesign
  - vii. ☐ Coalition Development & Citizen Participation
  - viii. ☐ Informing Policymakers
  - ix. ☐ Demonstration of New Approaches to Services and Supports
  - x. ☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

The purpose of this grant was to address the need of families in the area of education and resources to assist in the day-to-day activities of raising a child with a Fetal Alcohol Spectrum Disorder (FASD). The training was provided over the video-conferencing system to reach across the state and was held 6 times between January and June 2008. The training utilized the Triumph Curriculum, developed by the Double ARC with funding from the US Department of Health & Human Services, Centers for Disease Control and Prevention. The curriculum topics include an FASD factual base; neurological issues, behavior and coping skills; developing effective responses; advocacy; discipline, daily living and future planning. 20 families received the curriculum and participated in one or more of the sessions. Many of the families reported caring for more than one child with FASD for a total of 32 children.

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**2. COUNCIL RESULTS FOR REPORTING YEAR IN HEALTH:** People have a range of needed health care services, with a focus on dental and medical services, preventative health care, traumatic brain injury and fetal alcohol spectrum disorders.

HE01 People have needed health services through Council efforts: \_\_\_\_

HE02 Dollars leveraged for health services: \_\_\_\_

HE03 Health care programs/policies created/improved:   1  

HE04 People improved health services: \_\_\_\_

HE05 People trained in health care services:   430  

HE06 People active in systems advocacy on health care:   21  

*(Results reported in QA06.)*

Breakout number by category:

1) Self -advocates: \_\_\_\_

2) Family members: \_\_\_\_

3) Others:   21  

HE07 People trained in systems advocacy about health care: \_\_\_\_

*(Results reported in QA07.)*

Breakout number by category:

1) Self-advocates: \_\_\_\_

2) Family members: \_\_\_\_

3) Others: \_\_\_\_

HE08 Other(s):   500   People reached through prevention and health-related public awareness activities.

HE09. Other(s):   43   People provided information and resources related to health.

**3. NARRATIVE DESCRIPTION OF COUNCIL RESULTS FOR REPORTING YEAR IN HEALTH.**

As a result of the Council's participation in the Dental Services for People with Developmental Disabilities Workgroup, several activities have furthered the availability and access to dental services for people on Medicaid.

Delta Dental of South Dakota was the lead agency for the training for dentists that occurred in May 2008. This day-long training was attended by 80 dentists and 350 dental auxiliaries. Dentists who attended the Caring for Smiles training are now eligible for enhanced reimbursements under the program. Medicaid eligible children and adults

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diagnosed as having cerebral palsy, mental retardation, Down syndrome, or autism are eligible for the Caring for Smiles program. Patients qualified under this program receive enhanced benefits such as three cleanings a year when determined medically necessary; adults qualify for two fluoride applications a year (children already have this benefit through the ABCD program); and dentists may bill for patients who require extra care/time under a specific coding; and if a patient requires additional staff and or time to complete dental procedures there is an additional fee of \$90 per visit that can be billed.

Since the training, the South Dakota Dental Association has been promoting contact with their office for any South Dakotan who would like to find the dentist closest to them who has received specialized training in the examination and treatment of people with disabilities. Delta Dental has also been promoting their Medicaid hotline for patients who have urgent dental needs and are having a hard time getting in to a dentist.

Both the training and enhanced reimbursement should provide greater access and availability of dental services for people of all ages with developmental disabilities.



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- project/activity name: Midwest Conference on Deaf Education
- (i) Implementer: ☐ In house ☒ by contract/grant
- (ii) Grantee/Contractor name (if appropriate): Augustana College
- (iii) Beginning date: 6/1/08 Ending date: 7/31/08
- (iv) Part B \$: 500.00 Other(s) \$ 6,950.00
- (v) Intermediaries/Collaborators
- ☐ State Protection and Advocacy System
- ☐ University Center(s)

(vi) Primary Type of Activity.

- ☐ Outreach
- ☐ Training
- ☐ Technical Assistance
- ☒ Supporting & Educating Communities
- ☐ Interagency Collaboration & Coordination  
with Related Councils, Committees and Programs
- ☐ Barrier Elimination, Systems Design & Redesign
- ☐ Coalition Development & Citizen Participation
- ☐ Informing Policymakers
- ☐ Demonstration of New Approaches to Services and Supports
- ☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

The Midwest Conference on Deaf Education provided professional development opportunities to 93 individuals (includes 4 family members and 5 self-advocates) who work with deaf and hard of hearing youth, birth to 21. The goal was to promote the academic outcomes of deaf and hard of hearing youth which will enable them to reach their maximum potential and become productive members of the Deaf community and society in general.

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**2. COUNCIL RESULTS FOR REPORTING YEAR IN EDUCATION AND EARLY INTERVENTION: Students reach their educational potential and infants and young children reach their developmental potential.**

- ED01 Students have the education and support needed to reach their educational goals through Council efforts: 46
- ED02 Infants and young children have the services/supports needed to reach developmental goals through Council efforts:
- ED03 Students transitioned from school to community and jobs:
- ED04 Children transitioned from early intervention and pre-school to inclusive school/classrooms:
- ED05 Dollars leveraged for education:
- ED06 Education programs/policies created/improved: 1
- ED07 Post-secondary institutions improved inclusive education: 4
- ED08 Schools improved IEP practices:
- ED09 People facilitated inclusive education: 4
- ED10 People trained in inclusive education:
- ED11 People active in systems advocacy about inclusive education: 1  
(Results reported in QA06.)  
Breakout number by category:  
1) Self -advocates:           
2) Family members:           
3) Others: 1
- ED12 Parents trained regarding their child's educational rights: 5
- ED13 Other(s): 854 People provided information and resources on education and early intervention.

**3. NARRATIVE DESCRIPTION OF COUNCIL RESULTS FOR REPORTING YEAR IN EDUCATION AND EARLY INTERVENTION.**

Council activities are limited in this area, but activities in other areas have the potential for impact as shown by the following information.

The SD HeadStart Association sponsored two Disability Roundtables for HeadStart staff and parents. The first roundtable included topics such as IDEA, Individual Education

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Plans, advocacy skills, and a panel that included parents of children with disabilities. The second roundtable included an overview of the SD Developmental Disabilities Network and a question and answer session. Although the number of people who attended the HeadStart Disability Roundtables was minimal, the following comments were received from a participant –

“I thought the workshop was absolutely wonderful. I had the opportunity to help a parent the very next day. I had her son in my class 2 years ago and her daughter last year. Anyway she had received a letter from the child’s teacher that he was not at all where he should be in his kindergarten class. This was the first indication that he was struggling and being a single Mom, working 2 jobs with 2 children she was afraid to confront the school. WELL I had a fountain of info for her and I also told her that I didn’t think this particular principal would judge her in any way. The teacher was not returning her calls so I suggested she call and set up a meeting with the principal. It went very well and the child is getting the extra help he needs. – I wish there was a way to reach more parents with a training like this. I feel it would be invaluable.

Also, in respect to that book about special education in SD that SD Advocacy gave us. It is wonderful. Full of info for parents. Another handout that day was Partners in Policymaking Education/IDEA & Sec. 504 which explains all the little initials like IEP, IFSP, etc. and what they mean. I was just at an IEP meeting for one of my students and the person conducting the meeting was really talking over the parents head and not explaining the terms. I told them I would take the IEP and break it down for them using the book from Advocacy, she then started taking a little more time to explain. They tend to make the parents feel very inferior and not always on purpose. They are just so used to all the terms that they don’t even think.”

Two graduates of Partners in Policymaking provided testimony during the 2008 Legislative Session on a Deaf Childs Bill of Rights. Although this legislation was defeated, the Legislature requested a summer study of the issues leading up to the proposed legislation. The Governor’s Task Force on Deaf Education was established and included a member of the DD Council who was one of the Partners graduates that provided testimony on this bill. The Task Force was given the assignment to identify and assess the effectiveness and efficiency of the educational services provided in South Dakota for deaf and hard of hearing students and to make recommendations about the same. The Task Force met in May, June, August and November. A final report was issued by the Task Force in November 2008.

Another Partner graduate provided testimony on a bill dealing with dyslexia. This legislation was not passed during the 2008 Session but information from families dealing with issues in the education area carries a lot of potential impact with Legislators.



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**CHILD CARE (CH):** Children and families benefit from a range of inclusive, flexible child care options.

**1. PROJECTS, STRATEGIES AND/OR ACTIVITIES.**

**project/activity name:** \_\_\_\_\_

- (i) Implementer: ☐ In house ☐ by contract/grant  
(ii) Grantee/Contractor name (if appropriate): \_\_\_\_\_  
(iii) Beginning date: \_\_\_\_\_ Ending date: \_\_\_\_\_  
(iv) Part B \$: \_\_\_\_\_ Other(s) \$ \_\_\_\_\_  
(v) Intermediaries/Collaborators  
☐ State Protection and Advocacy System  
☐ University Center(s)

(vi) Primary Type of Activity.

- ☐ Outreach  
☐ Training  
☐ Technical Assistance  
☐ Supporting & Educating Communities  
☐ Interagency Collaboration & Coordination  
with Related Councils, Committees and Programs  
☐ Barrier Elimination, Systems Design & Redesign  
☐ Coalition Development & Citizen Participation  
☐ Informing Policymakers  
☐ Demonstration of New Approaches to Services and Supports  
☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

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**COUNCIL RESULTS FOR REPORTING YEAR IN CHILD CARE:** Children and families benefit from a range of inclusive, flexible child care options.

CH01 Children in inclusive child care settings through Council efforts: \_\_\_\_\_

CH02 Dollars leveraged for child care programs: \_\_\_\_\_

CH03 Child care programs/policies created/improved: \_\_\_\_\_

CH04 People facilitated inclusive child care: \_\_\_\_\_

CH05 People trained in child care: \_\_\_\_\_

CH06 People active in systems advocacy about child care: 20

*(Results reported in QA06.)*

- 1) Self-advocates \_\_\_\_\_
- 2) Family members \_\_\_\_\_
- 3) Others 20

CH07 People trained in systems advocacy about child care: \_\_\_\_\_

*(Results reported in QA07.)*

- 1) Self-advocates \_\_\_\_\_
- 2) Family members \_\_\_\_\_
- 3) Others \_\_\_\_\_

CH08. Other(s): \_\_\_\_\_ Number of updates provided to Council on childcare.

CH09. Other(s): 191 People provided information and resources on childcare.

**3. NARRATIVE DESCRIPTION OF COUNCIL RESULTS FOR REPORTING YEAR IN CHILD CARE.**

In late FFY07 and into FFY08, the state received a National Governor's Association grant to host an early childhood summit. Phase I of the summit was held in August 2007 and included Dr. J. Ronald Lally providing information on including infants and toddlers in school readiness activities. Following this presentation, the policymakers, legislators, community leaders and stakeholders discussed the topic. Phase I also included the formation of a Kids Cabinet to work on the needs of children ages birth to 3 years as part of the infant and toddler training initiative. Phase II followed in December with a Pre-Kindergarten Summit which convened of a broad group of state and local stakeholders to discuss issues identified in Phase I and identify needs and best practices relative to children ages 3-5 years old. Phase III included developing state action plans for early childhood to complement the "Starting Strong" component of the 2010 Education Initiative of the Department of Education. Some of these action steps

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were discussed during the 2008 Legislative Session and will continue to be discussed as pre-kindergarten services are developed across the state.

The Council Executive Director continues to participate in the SD Alliance for Children. This group has become an avenue for sharing information and learning best practice from national and state perspectives. From participation in the Alliance, the Council has become more aware of opportunities to share information and resources with childcare providers through annual conferences.

The DD Network shared a booth at the SoDakSACA (South Dakota School Age Care Alliance) Conference and the Family Child Care Providers Association Conference. At the Family Child Care Providers Conference, the DD Network gave a presentation on Respectful Language. Those attending the presentation had questions specific to a disability (low vision, speech apraxia, autism, etc.). Many of the childcare providers were also parents of children with disabilities and had not heard of the DD Network programs before. During the conference, one provider whose teenage son has a disability stopped by the booth asking about resources in her area of the state particularly in the area of employment. She did not know anyone else with her son's disorder and through Council efforts was able to make a connection with an adult with the same disability.

Through membership in the SD Alliance for Children, the Council has continued to remain informed about childcare subsidies for families with children with special needs. There are a variety of options available to families such as assisting a family in locating child care in their community, assisting with costs, training child care providers on the child's special need as well as grants to child care providers to make special accommodations. There is also a program for additional assistance above the regular subsidy program that looks at family needs on an individual basis. Alliance members regularly hear updates on programs such as the Early Childhood Enrichment Centers, Child Development Associate Credential Program, Infant/Toddler Training Initiatives, Out-of-School Time initiative, Family Child Care Mentor Project, Pathways to Professional Development and Project 8 Governor's Child Seat Program.

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**RECREATION: People benefit from inclusive recreational, leisure, and social activities consistent with their interests and abilities.**

**1. PROJECTS, STRATEGIES AND/OR ACTIVITIES.**

project/activity name: Achieve with Martial Arts

- (i) Implementer: ☐ In house ☒ by contract/grant  
(ii) Grantee/Contractor name (if appropriate): South Dakota Achieve  
(iii) Beginning date: 2/1/08 Ending date: 10/11/08  
(iv) Part B \$ 5,000 Other(s) \$ 15,405  
(v) Intermediaries/Collaborators  
i. ☐ State Protection and Advocacy System  
ii. ☐ University Center(s)

(vi) Primary Type of Activity.

- ☐ Outreach  
☐ Training  
☐ Technical Assistance  
☒ Supporting & Educating Communities  
☐ Interagency Collaboration & Coordination  
with Related Councils, Committees and Programs  
☐ Barrier Elimination, Systems Design & Redesign  
☐ Coalition Development & Citizen Participation  
☐ Informing Policymakers  
☐ Demonstration of New Approaches to Services and Supports  
☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

Achieve with Martial Arts was designed as a 10 month modified martial arts program. The program allowed people to actively participate, learn and grow from the martial arts/self-defense techniques without having to memorize forms to advance to new belt ranks. After 10 months, participants are more confident in their strengths and talents. This program also utilized a weekly Taekwondo Life Skills curriculum that discussed healthy life choices, goal setting, friendships, respect for self and others and perseverance. This curriculum and role modeling from the Academy instructors increased each person's level of confidence and self-esteem as well as helped people identify specific life goals to strive towards.

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project/activity name: John Harris Community Playground Without Limits

- (i) Implementer: ☐ In house ☒ by contract/grant
- (ii) Grantee/Contractor name (if appropriate): John Harris PTA
- (iii) Beginning date: 8/1/08 Ending date: 10/31/08
- (iv) Part B \$ 2,500 Other(s) \$ \_\_\_\_\_
- (v) Intermediaries/Collaborators
- ☐ State Protection and Advocacy System
- ☐ University Center(s)

(vi) Primary Type of Activity.

- ☐ Outreach
- ☐ Training
- ☐ Technical Assistance
- ☒ Supporting & Educating Communities
- ☐ Interagency Collaboration & Coordination  
with Related Councils, Committees and Programs
- ☐ Barrier Elimination, Systems Design & Redesign
- ☐ Coalition Development & Citizen Participation
- ☐ Informing Policymakers
- ☐ Demonstration of New Approaches to Services and Supports
- ☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

This mini-grant from the Council assisted with the cost of an accessible community playground located at the John Harris Elementary in Sioux Falls, SD. The John Harris PTA requested the funds as part of their fundraising efforts for this project. Of the 620 students at the elementary school, 84 are on IEPs. In addition, this area is located near a swimming pool that was accessed by 70,000 people last year. Many members of the community will benefit from this "Playground Without Limits".

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**2. COUNCIL RESULTS FOR REPORTING YEAR IN RECREATION: People benefit from inclusive recreational, leisure, and social activities consistent with their interests and abilities.**

RE01 People active in recreational activities through Council efforts: 39

RE02 Dollars leveraged for recreation:           

RE03 Recreation programs/policies created/improved: 1

RE04 People facilitated recreation: 63

RE05 People trained in recreation: 11

RE06 People active in systems advocacy about recreation: 14  
(Results reported in QA06.)

Breakout number by category:

1) Self -advocates: 11

Family members:           

2) Others: 3

RE07 People trained in systems advocacy about recreation:             
(Results reported in QA07.)

Breakout number by category:

1) Self-advocates:           

2) Family members:           

3) Others           

RE08 Other(s): 40 : People provided information and resources on recreation.

**3. NARRATIVE DESCRIPTION OF COUNCIL RESULTS FOR REPORTING YEAR IN RECREATION.**

Although the Council's activities in the area of Recreation are limited. These mini-grants are making an impact in their communities and statewide. Projects included assistance with speaker costs at a weekend campout; publishing the work of self-advocates working on literacy skills and self-advocate participation in martial arts training.

Ron and Ranae Larson opened their farm for the 11<sup>th</sup> year to families of children with autism for a July weekend of farm related activities and presentations. Childcare was provided by college students who were able to earn credit for their time working at the Camp. This year the Camp offered out-of-state speakers on Omega 3s and the Beach Center's Pioneer Families Project. In-state speakers represented SD Parent Connection, Family Support Programs, Walk for Autism, and ABA therapy through Children's Care Hospital & School. 23 families attended the event – 36 parents or grandparents; 28 children (under age 21) with autism and 15 siblings. Council funding

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was used to offset a minimal amount of travel expenses for the out-of-state speakers. There is no charge to the families to attend. Some stay at the farm in campers and others use local motels. The Larson's are able to find donations for most of the food and in-state speakers cover their own costs.

In FY07, the Council supported the South Dakota Literacy Council to work with self-advocates on writing a story, poem or article for a book they would publish. During FY08, the 45-page book – "Memories" – was printed and disseminated. The book was put together after a writer's workshop with presentations by regional authors Jean Patrick, Mitchell, and Kristin Donnan Standard, Hill City. The writing includes poetry, short sketches on a variety of topics and autobiographical vignettes dealing with the challenges of not being able to read and coping in a society where literacy is taken for granted. A book signing by several of the contributing authors was held in October 2007 and included an article in the local newspaper. A graduate of Partners in Policymaking was a contributing author and has since shared her story and the book with various groups across the state.

The Achieve with Martial Arts program began with 13 people with developmental disabilities and had 11 completing the course. 3 agency staff supported people by providing rides to/from classes, hosting extra practices, role modeling forms during classes, taking skills tests alongside of participants, supporting them in their life struggles and communicating people's needs and upcoming events with their support teams. Throughout the program, there were 5 mandatory skills testing for participants to perform at in order to advance to the next belt rank. Participants had the choice to participate in all events and made the choice per their own life situations.

The one major concern and educational opportunity South Dakota Achieve wanted to address prior to beginning the program was the use of People First Language. Prior to the start of the program, Achieve staff discussed with the instructors "out-dated terminology" and the expectation that the instructors would use People First Language. This program encouraged the instructors to learn about stigmatism, segregated treatment and language barriers that people with disabilities encounter daily. These community members welcomed information and education relating to People First Language and equal treatment for people with disabilities. The Academy has been a positive role model to all other martial arts students as well as community members observing skills testing and weekly practices. The Academy is also helping to break the language barriers on a Regional and National level so that language does not segregate but bring all martial arts students together.

The People First language concern was only noted at the Tri-State Tournament. The registration papers and announcements referred to the modified class as "Special Abilities" and asked the participants to line up behind the staging area away from our fellow martial arts students. This title and line up had been standard in past years as requested by other agencies. The participants believe that they are not "special" but have earned their position (yellow belt rank, etc.) through practice, hard work and dedication. Participants felt that the term "special" was a stigmatism and the participants were perceived differently at the tournament instead of being one with fellow martial arts students.

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The Senior Master at the Academy was asked to initiate a change of terms on the forms at the local tournament as well as help to change this terminology on a national level. The Senior Master has already begun to change the forms that he utilizes. At tournaments that he conducts, any modified class will be only identified as “modified & the specific belt rant” instead of “special abilities”. SD Achieve will continue to work with the Academy to help move this issue forward at the national level. The Senior Master plans to have modified groups line up with all other martial arts students at future events. Senior Master at the Academy has been instrumental in making positive changes that will decrease the stigmatism of disabilities and increase the awareness that all people have abilities and the right to be involved.

An article from the Summer 2008 newsletter of South Dakota Achieve, *Achieve More with Martial Arts*, included the following:

A dozen eager and willing students, dressed in white robes and an assortment of colored belts, practice round kicks while the Instructor looks on in approval. This is the Achieve with Martial Arts program, and as the feet and fists fly, a lesson is in the works. “A building takes years to build up,” the Instructor begins, addressing the class during a break in the action. “And it takes just seconds to tear down. It’s just like our self-esteem. We take years building up our self-esteem, learning to feel positively about ourselves. But one hurtful comment can tear all of that down in just seconds.” Looking around at the students, now sitting cross-legged in rapt attention, the Instructor begins assisting each student to his or her feet, helping them to stand and offering a nugget of positive support. It is more than just a symbolic gesture. It’s the heart of what makes the Achieve with Martial Arts program such a success.

“The whole purpose of the program is to get people actively participating in the community,” the Project Director says. “To learn self-defense and self-respect and to give a regular opportunity to help build self-esteem.” According to its description, Achieve with Martial Arts is designed to empower people to advocate for themselves, instill confidence, promote self-defense and provide an opportunity for life-long learning, as well as adult-oriented life skill concepts for interpersonal growth.

People are impressed with the level of improvement through the class. “We have one woman who was very shy when the class began,” says the Project Director. “Over the past few months, she has moved from the back row up to the front. She has become a quick learner, and a role model for the class – a leader. And it has helped her become more confident in real life and in dealing with other people. It’s amazing to watch people grow, to see how independent they’ve become.”

The Senior Master also said, “The people involved in these classes aren’t limited. They’re not limited at all. It turns out the only thing that’s limited is our way of thinking. It has been wonderful to see the progress made by all.”



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**TRANSPORTATION: People have transportation services for work, school, medical, and personal needs.**

**1. PROJECTS, STRATEGIES AND/OR ACTIVITIES.**

project/activity name: \_\_\_\_\_

(i) Implementer: ☐ In house ☐ by contract/grant

(ii) Grantee/Contractor name (if appropriate): \_\_\_\_\_

(iii) Beginning date: \_\_\_\_\_ Ending date: \_\_\_\_\_

(iv) Part B \$: \_\_\_\_\_ Other(s) \$ \_\_\_\_\_

(v) Intermediaries/Collaborators

☐ State Protection and Advocacy System

☐ University Center(s)

(a) – (g) \_\_\_\_\_

(vi) Primary Type of Activity.

☐ Outreach

☐ Training

☐ Technical Assistance

☐ Supporting & Educating Communities

☐ Interagency Collaboration & Coordination

☐ with Related Councils, Committees and Programs

☐ Barrier Elimination, Systems Design & Redesign

☐ Coalition Development & Citizen Participation

☐ Informing Policymakers

☐ Demonstration of New Approaches to Services and Supports

☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

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**2. COUNCIL RESULTS FOR REPORTING YEAR IN TRANSPORTATION: People have transportation services for work, school, medical, and personal needs.**

TR01 People have transportation services through Council efforts: \_\_\_\_\_

TR02 Dollars leveraged for transportation: \_\_\_\_\_

TR03 Transportation programs/policies created/improved:   2  

TR04 People facilitated transportation:   2  

TR05 People trained in transportation:   12  

TR06 People active in systems advocacy about transportation: \_\_\_\_\_

*(Results reported in QA06.)*

Breakout number by category:

1) Self -advocates: \_\_\_\_\_

2) Family members: \_\_\_\_\_

3) Others: \_\_\_\_\_

TR07 People trained in systems advocacy about transportation: \_\_\_\_\_

*(Results reported in QA07.)*

Breakout number by category:

1) Self -advocates: \_\_\_\_\_

2) Family members: \_\_\_\_\_

3) Others: \_\_\_\_\_

TR08 Other   2   Updates provided to Council on Transportation.

TR09 Other   23   People provided information and resources on transportation.

**3. NARRATIVE DESCRIPTION OF COUNCIL RESULTS FOR REPORTING YEAR IN TRANSPORTATION.**

Although not a Transportation focused project, the Mobilizing for Self-Advocacy Project has had several local projects that worked in the area of Transportation. One team brought in speakers from the local City Transportation Department to discuss the bus routes and Para transit services. Another team developed a buddy program to assist people with disabilities who had never used the local bus service (mentors were not charged for those rides when they were providing assistance). This team trained 12 new riders who have achieved a higher level of independence within their community.

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**QUALITY ASSURANCE:** People have the information, skills, opportunities, and supports to live free of abuse, neglect, financial and sexual exploitation, and violations of their human and legal rights, and the inappropriate use of restraints or seclusion. Quality assurance systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.

**1. PROJECTS, STRATEGIES AND/OR ACTIVITIES.**

project/activity name: Partners in Policymaking

- (i) Implementer: ☐ In house ☒ by contract/grant
- (ii) Grantee/Contractor name (if appropriate): SD Advocacy Services
- (iii) Beginning date: 10/1/92 Ending date: 9/30/2008
- (iv) Part B \$ 100,000 Other(s) \$ 102,140
- (v) Intermediaries/Collaborators
- ☒ State Protection and Advocacy System
- ☒ University Center(s)
- (a) SD Parent Connection
- (b) Children's Care Hospital & School
- (c) Protection & Advocacy for Mentally Ill
- (d) Protection & Advocacy for Developmental Disabilities
- (e) Protection & Advocacy for Individual Rights
- (f) Protection & Advocacy for Traumatic Brain Injury
- (vi) Primary Type of Activity.
- ☐ Outreach
- ☒ Training
- ☐ Technical Assistance
- ☐ Supporting & Educating Communities
- ☐ Interagency Collaboration & Coordination  
with Related Councils, Committees and Programs
- ☐ Barrier Elimination, Systems Design & Redesign
- ☐ Coalition Development & Citizen Participation
- ☐ Informing Policymakers
- ☐ Demonstration of New Approaches to Services and Supports
- ☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

Partners in Policymaking is an innovative leadership and advocacy training opportunity designed to involve and empower people with developmental disabilities, parents of children with disabilities, and other family members. It requires a serious commitment by each participant during the course of the training, as well as after graduation. The expectation is that each Partner will commit to actively use the skills learned to encourage positive changes in the areas of community awareness, sensitivity, accessibility, and inclusion for all people with disabilities. A typical class consists of 25-27 participants who are selected through an application/selection process. Partners attend six two-day training sessions from November through April. At each session, experts in disability and advocacy fields present information and interact with

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participants. Partners have the opportunity to work on communication skills, assertiveness, decision-making skills, legislative testimonial presentation skills, and group activities. Partners must complete homework assignments every month. Participants in each class must submit an application for the training and then a selection committee of graduates of Partners, get together to discuss the applications and select the class. Each year 50-60 applications are received.

Each year in April, Partners in Policymaking invites all graduates to attend a one-day session of continuing education. The curriculum is designed to cover topics to help keep everyone abreast of current issues, laws and policies and to refresh their self-advocacy skills.

Several press releases are sent out regarding the training, including but not limited to: recruitment, selection, graduation, etc. These are sent to 143 newspapers, 66 radio stations and 7 television stations in South Dakota. Each year from May to September, the coordinator of the program promotes Partners in Policymaking and recruits for the next class. Each year anywhere from 25-30 presentations are given about Partners in Policymaking. Graduates of the training assist in this recruiting effort and help to give the presentations. Over 574 people attended 28 trainings and there were 4,636 pieces of information disseminated regarding Partners in Policymaking.

Partners ran for political office. Two graduates were re-elected as mayors of their communities. Two Partners ran for positions in the State Legislature but were not successful with their bids this year.

Several graduates now own their own homes and others are controlling who provides their supports – it is now their choice, not an agencies choice. Parents have indicated that due to the training they now realize the importance of independent living and homeownership for their son or daughter.

The Class of 2008 was comprised of 26 individuals. Each received training in self-advocacy efforts, systems advocacy, leadership, assertiveness, etc. During Continuing Education, graduates had the opportunity to attend sessions on running for public office, the College of Direct Support, computers, breaking down barriers with proper appearance and hygiene. All sessions at Continuing Education were presented by past graduates of the program.

Partners graduates continue to report that they are running their own team meetings, voicing their views and choices in life, and are powerful and knowledgeable in systems change. Many graduates are doing presentations, serving on boards and committees and running for public office.

Partners information is provided to all State Legislators. During January, 7 legislators participated in a panel/mock testimony, including the Lt. Governor. The class then visited the Capitol, the Governor and sessions of the Senate and House. Partners also met with representatives of South Dakota's Congressional Delegation to discuss issues of importance to people with disabilities.

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project/activity name: Youth Leadership Forum 2008

- (i) Implementer: ☐ In house ☒ by contract/grant
- (ii) Grantee/Contractor name (if appropriate): Transition Services Liaison  
Project / Black Hills Special Services Cooperative
- (iii) Beginning date: 1/1/08 Ending date: 9/30/08
- (iv) Part B \$ 10,000 Other(s) \$ \_\_\_\_\_
- (v) Intermediaries/Collaborators
  - ☒ State Protection and Advocacy System
  - ☒ University Center(s)
    - (a) Board of Vocational Rehabilitation
    - (b) Department of Human Services
    - (c) Department of Education/Special Education Programs
- (vi) Primary Type of Activity.
  - ☐ Outreach
  - ☒ Training
  - ☐ Technical Assistance
  - ☐ Supporting & Educating Communities
  - ☐ Interagency Collaboration & Coordination  
with Related Councils, Committees and Programs
  - ☐ Barrier Elimination, Systems Design & Redesign
  - ☐ Coalition Development & Citizen Participation
  - ☐ Informing Policymakers
  - ☐ Demonstration of New Approaches to Services and Supports
  - ☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

YLF is an educational and motivational forum, which involves an intense schedule of training and hands-on activities as individuals and teams. The YLF is committed to empowering students with disabilities to grow personally, socially, and academically and to fulfill their potential in their choice of career. It is critical that as people with disabilities grow into adulthood they learn to identify themselves with pride as individuals and as members of the community. YLF allows young people to learn from their peers as well as more seasoned mentors and professionals with disabilities in our state.

The 9<sup>th</sup> Annual SD Youth Leadership Forum was held June 15-19, 2008. It was a cooperative effort of many agencies, directed by a core-planning group consisting of 16 members known as the Steering Committee. This committee includes representation from the disability community, service providers, advocates, educators and consumers.

The overall goal of the forum is to promote the employment of persons with disabilities more effectively by inspiring and preparing young people with disabilities to overcome the barriers to employment and social participation. In essence, YLF is creating the next generation of leaders in the disability field. This is evaluated through follow-up on student delegates and team leaders through an informal process with the Transition Services Liaison Project. Each year a few months after the completion of YLF, a follow-

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up training and evaluation session is completed with the delegates, team leaders and Transition Liaisons.

Student delegates were chosen through a statewide competition that seeks students with disabilities who have leadership potential. Each applicant submitted a standard form, an essay, and letters of recommendation. Applications were reviewed and a face-to-face interview was conducted with each applicant. Students selected were representative of the state in terms of geography, gender, economic status, ethnicity, and type of disability.

This YLF consisted of 40 student delegates (18 who had a developmental disability), 4 team leaders, 4 mentors (1 with a developmental disability), 1 master of ceremonies, 1 staff coordinator, 1 staff assistant, and 2 full-time head nurses. Transition Liaison promoted the event to approximately 150 students and teachers. 5 Legislators were invited to present on a panel and all 105 Legislators received an invitation to the luncheon. Kelo-Land TV did a story on YLF which aired on the last day of the event.

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project/activity name: The Movement of Self-Directed Systems

- (i) Implementer: ☐ In house ☒ by contract/grant
- (ii) Grantee/Contractor name (if appropriate): Jean Tuller, Consultant / SD Assn of Community Based Services / community agencies
- (iii) Beginning date: 6/1/05 Ending date: 9/30/09
- (iv) Part B \$ 106,558 Other(s) \$ 35,520
- (v) Intermediaries/Collaborators
- ☒ State Protection and Advocacy System
  - ☒ University Center(s)
  - ☒ Division of Developmental Disabilities
  - ☒ Community Based DD Service Providers
  - ☒ Family Support Programs
- (vi) Primary Type of Activity.
- ☐ Outreach
  - ☐ Training
  - ☐ Technical Assistance
  - ☐ Supporting & Educating Communities
  - ☐ Interagency Collaboration & Coordination with Related Councils, Committees and Programs
  - ☒ Barrier Elimination, Systems Design & Redesign
  - ☐ Coalition Development & Citizen Participation
  - ☐ Informing Policymakers
  - ☐ Demonstration of New Approaches to Services and Supports
  - ☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

Two workgroups were formed in conjunction with the Family Support 360 grant called PLANS (People Leading Accessible Networks of Support). The PLANS Workgroup has remained actively involved with the grant activities throughout the first 4 years of the project. The Core Stakeholders Workgroup began as a subcommittee of the PLANS Workgroup. Soon the Core Stakeholders Workgroup was discussing the need for a number of activities with the goal of providing people and their families with more choice and control of services. These activities were outside the relevance of the Division of Developmental Disabilities' PLANS grant so the SD Association of Community Based Services in collaboration with the Division of Developmental Disabilities submitted a proposal to the Council for a systems change grant. There are 3 focus areas within the grant are: 1) independent service coordination; 2) fiscal/employer agent services; and 3) Good to Great (person-centered thinking).

The Core Stakeholders Workgroup includes family members, people with disabilities, Division of Developmental Disabilities, SD Association of Community Based Services, community based DD service providers, SD Advocacy Services, Center for Disabilities, Office of Special Education, Division of Rehabilitation Services, Division of Mental Health, and PLANS Workgroup members. Jean Tuller, Oregon Technical Assistance Corporation facilitates these meetings.

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Independent Service Coordination is a pilot project that will provide information regarding how to provide choice of service coordinators within our current service delivery system and determine how much this will cost and apply this information to current service based rate structure. Currently 5 individuals who receive HCBS from community based DD providers have interviewed and selected a pilot service coordinator. Each pilot service coordinator will begin services by coordinating the development of a new individualized service plan. A new format for the individualized service plan was developed to provide consistency. This new plan uses person-centered thinking skills and tools to provide a more positive and individualized approach to establishing goals and supports.

Good to Great training by Michael Smull and associates continues with 3 agencies participating – LifeQuest, Northern Hills Training Center and ECCO. The person centered thinking training is becoming part of each agency's daily routine. The project has been working to certify trainers and mentors so that this activity will be sustainable after completion of the systems change grant. During this final year of the grant, Person-Centered Thinking training is being offered to an additional 10 community support providers across the state.

The Agency with Choice model is in operation. An agency with choice model is a co-employment arrangement between an Organized Health Care Delivery System (OHCDs) provider or independent contractor and a participant in which the OHCDs or independent contractor is the employer of record and the participant is the managing employer. The participant and the participant's family may participate in the recruitment, interviewing, selection, training and supervising of employees who will be providing the service. The OHCDs or independent contractor does the actual hiring. An agency with choice model is limited to the following waiver services: participant-directed personal care, companion care, respite care or supported employment.



project/activity name: Mobilizing for Self-Advocacy in South Dakota

- (vii) Briefly Describe the Project, Strategy, or Activity.

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Sioux Falls – More jobs in the community for people with developmental disabilities. This group has formed a peer support group to facilitate community employment for its members and others in their community.

Spearfish – The action team in this site is making an effort to increase ridership on their transit system so that the transportation hours are not reduced as a result of limited ridership. They have identified 3 self-advocates who are transportation buddies and help other self-advocates learn how to ride the bus.

Watertown – This team looked at changing the public transportation system but were experiencing many barriers due to budget cuts. After brainstorming, they identified other options of which one was to help some individuals get their driver's license so they can get around independently. They are looking for ways to fund this project.

During FFY08, the group developed a State Plan for Self-Advocacy and presented this information to the DD Council.

1. State Coordinator Team - a person with a disability and a support person)
2. Peer Support Cooperatives - most successful groups have projects or something to do. Self-advocates come together to achieve personal goals - something of a train-the-trainer model. Minimal dollars for local groups.
3. Newsletter - continue
4. State Conference in 2009 - have a statewide conference bi-annually.
5. Opportunities to be Advocates - state-level positions, etc. A council member asked about the number of self-advocates involved in the local chapters. Numbers ranged from 5 to 30 with a total statewide of 125.

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project/activity name: Next Step: Advanced Training for Emerging Leaders

- (i) Implementer: ☐ In house ☒ by contract/grant
- (ii) Grantee/Contractor name (if appropriate): Black Hills Special Services Cooperative
- (iii) Beginning date: 10/1/07 Ending date: 9/30/08
- (iv) Part B \$ \_\_\_\_\_ Other(s) \$ \_\_\_\_\_
- (v) Intermediaries/Collaborators  
☒ State Protection and Advocacy System  
☐ University Center(s)
- (vi) Primary Type of Activity.  
☐ Outreach  
☐ Training  
☐ Technical Assistance  
☒ Supporting & Educating Communities  
☐ Interagency Collaboration & Coordination  
with Related Councils, Committees and Programs  
☐ Barrier Elimination, Systems Design & Redesign  
☐ Coalition Development & Citizen Participation  
☐ Informing Policymakers  
☐ Demonstration of New Approaches to Services and Supports  
☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

The primary goal of Next Step Project was to fulfill the needs identified by young adults with developmental disabilities by providing advanced leadership training specifically for those seeking success in post-secondary schools, employment and community involvement. The program focused on young adult issues, resources and presentation styles.

Challenges during the development of the training included 1) identifying the duration of the training, 2) creating a formal structure to the training; and 3) marketing to the right audience. The challenges and solutions were: 1) Originally the format was to be 2-days but contacts with schools indicated that students would be unlikely to miss that much class time and would not be willing to attend over a weekend. The solution was to condense the training into four separate workshops for which people could register to attend any or all of the sessions. 2) While previous youth-related trainings allow time for a number of hands-on activities, these sessions are usually longer than the time available with the condensed sessions planned. The solution was to request that presenters incorporate hands-on activities, visual aids, handouts and interactive activities to eliminate the classroom feeling and allow for more multi-sensory learning. 3) It was determined that college students were not interested in the training or in missing classes. The solution was to increase promotion to high school students and transition coordinators as an activity that could be part of a student's transition plan.

In total, 66 high school students with disabilities participated in the one-day trainings held at 3 post-secondary institutions located in Madison, Aberdeen and Lower Brule.

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project/activity name: Dare to Dream 2008 Conference

- (vi) Implementer: ☐ In house ☒ by contract/grant  
(vii) Grantee/Contractor name (if appropriate): SD Parent Connection  
(viii) Beginning date: 1/1/08 Ending date: 6/30/08  
(ix) Part B \$ 12,500 Other(s) \$ 19,186.27  
(x) Intermediaries/Collaborators  
☐ State Protection and Advocacy System  
☒ University Center(s)

(vi) Primary Type of Activity.

- ☐ Outreach  
☐ Training  
☐ Technical Assistance  
☒ Supporting & Educating Communities  
☐ Interagency Collaboration & Coordination  
with Related Councils, Committees and Programs  
☐ Barrier Elimination, Systems Design & Redesign  
☐ Coalition Development & Citizen Participation  
☐ Informing Policymakers  
☐ Demonstration of New Approaches to Services and Supports  
☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

Dare to Dream is a biannual conference for people with disabilities and their families. It was held in June 2008 in Pierre, SD. The Conference is organized by a group of people who represent sponsors, planning partners, parents, people with disabilities and others who have a personal interest in the event. The Conference offered a variety of educational and networking opportunities through which attendees could explore the concept, "What Makes for a Full Life?" Based on the evaluations and verbal responses directed to planners, the programming for the conference was a hit in terms of relevance and entertainment. It appears that the attendees liked the idea of focusing on "Life" rather than simply focusing on "Life with a Disability". Council funding was used to underwrite the child and teen programs.

The Council's Self-Advocacy Project had two self-advocates participate in a panel discussion entitled, "Self-Advocates: Our Journey to Self Advocacy". Approximately 30 people attended this session.

SD Advocacy Services and the Council shared an exhibit booth. Approximately 30 packets of information were disseminated along with numerous other resources. 145 adults and 47 children attended the conference.

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**2. COUNCIL RESULTS FOR REPORTING YEAR IN QUALITY ASSURANCE:**

**People have the information, skills, opportunities, and supports to live free of abuse, neglect, financial and sexual exploitation, and violations of their human and legal rights, and the inappropriate use of restraints or seclusion. Quality assurance systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.**

QA01 People benefiting from quality assurance efforts of the Council: 310

QA02 Dollars leveraged for quality assurance programs: 100.393

QA03 Quality assurance programs/policies created/improved: 4

QA04 People facilitated quality assurance: 48

QA05 People trained in quality assurance: 333

QA06 People active in systems advocacy about quality assurance: 528

Breakout number by category:

1) Self -advocates: 35

2) Family members: 79

3) Others: 414

QA07 People trained in systems advocacy about quality assurance: 51

Breakout number by category:

1) Self -advocates: 10

2) Family members: 16

3) Others: 25

QA08 People trained in leadership, self-advocacy and self-determination: 106

QA09 People attained membership on public and private bodies and other leadership coalitions: 23

QA10 Number of entities participating in partnerships or coalitions created or sustained as a result of Councils efforts: 5

QA11 Number of people with DD and their families who received assistance to attend workshops and conferences 195

QA12. Other(s): 906 People provided information and resources on quality assurance.

**3. Self-Advocacy**

A. Is there a self-advocacy organization(s) in the state led by individuals with developmental disabilities that receives direct funding from a private or public source?

Yes X No

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- B. Does the Council directly or indirectly fund a self-advocacy organization in the state led by individuals with developmental disabilities? Yes ☒ No ☐

If yes, amount of funding Council contributes \$ \$50,000

- C. Dollars leveraged for self-advocacy organization(s) in the state led by individuals with developmental disabilities. \$

#### **4. NARRATIVE DESCRIPTION OF COUNCIL RESULTS FOR REPORTING YEAR IN QUALITY ASSURANCE.**

In addition to the grants funded by the Council, there are other ways in which quality assurance is impacted by Council members, funding or staff.

In March 2008, Council member, Dillon Haug, was selected as the Outstanding Citizen with a Disability. This recognition was presented by the Board of Vocational Rehabilitation at their annual Governor's Awards Luncheon. This award is given to an individual with a disability in recognition of outstanding achievements in overcoming a disability and for the promotion of independent living and employment opportunities for other individuals with disabilities. Dillon was also the 2007 recipient of the NACDD Cassandra Zietz Youth Leadership Award. The following statements from letters of recommendation summarize why Dillon received the award: "Dillon ... is a real contributor to our community. ...he is one of those people who have made Spearfish a "nice place to live". ...he has clearly demonstrated a desire and a motivation to live a full life in our community. For that, our community is a better place to live. ...his own determination and recognition of his assets and abilities is reflected back in the high regard of others. Those of us without visible disabilities would be wise to model after Dillon."

The Dare to Dream 2008 Conference provided an opportunity for families and people with disabilities to interact and learn. In addition, for 10 artists with disabilities, it was an opportunity to showcase their talents. Quoted in an article for the Pierre Capitol Journal, Brenda Smith, who coordinated the show, said seeing the talent of the 10 artists was uplifting. "These are people of all abilities," she explained. "Art has so many benefits. Whether you're disabled or not, everyone needs a chance to create and an opportunity to share." This was the second time that artists had been asked to participate at Dare to Dream. The next Dare to Dream conference will be in 2010.

Each year the Council sets aside funds to assist people with developmental disabilities and their family members to attend in-state and out-of-state training sessions. The Council believes that the more knowledgeable people with developmental disabilities and family members become the better advocates they will be for themselves and others.

One agency involved in the Person-Centered Thinking portion of the Movement to Self-Directed Systems reported to the Council in April and October 2008. 118 employees had completed the 2-day PCT training. Approximately 80 other people also attended

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including employees from other agencies, parents of people using supports, staff from DDD, etc. 41 employees had completed the 1-day Coaches training. Two staff are Certified PCT Trainers and have conducted 8 training sessions with an average attendance of 25; provide Coaches support to 18 coaches at another agency; attended the Annual Gathering in Portland, Oregon; and attended Facilitators Training, Planning with Families Training and Community Connecting Training. This agency held 4 meetings of its Leadership Team (that includes board members and parents).

This agency significantly changed its annual meeting planning process to incorporate many of the PCT tools to assist the person in becoming more involved in the development of their plan for the coming year. This requires 3 meetings – 1) About Me (3 months prior to the annual meeting); 2) Pre-Meeting (1 month prior to the annual meeting); and 3) Annual meeting. The agency has held three About Me meetings with approximately 20 people supported and 30 direct support professionals.

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**FORMAL & INFORMAL COMMUNITY SUPPORTS (CS):** Individuals have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.

**1. PROJECTS, STRATEGIES AND/OR ACTIVITIES.**

project/activity name: College of Direct Support

(i) Implementer: ☐ In house ☒ by contract/grant

(ii) Grantee/Contractor name (if appropriate): SD Association of  
Community Based Services

(iii) Beginning date: 1/1/04 Ending date: 12/31/08

(iv) Part B \$ 72,182 Other(s) \$ 76,082

(v) Intermediaries/Collaborators

☐ State Protection and Advocacy System

☒ University Center(s)

☒ Division of Developmental Disabilities

☒ SD Developmental Center

(vi) Primary Type of Activity.

☐ Outreach

☒ Training

☐ Technical Assistance

☐ Supporting & Educating Communities

☐ Interagency Collaboration & Coordination  
with Related Councils, Committees and Programs

☐ Barrier Elimination, Systems Design & Redesign

☐ Coalition Development & Citizen Participation

☐ Informing Policymakers

☐ Demonstration of New Approaches to Services and Supports

☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

The project is designed to implement *The College of Direct Support* on-line training curriculum throughout the South Dakota developmental disabilities services and support network as well as making it available to the widest possible audience of parents/consumers. As of Sept. 30, 2008, all 19 community adjustment training centers, the South Dakota Developmental Center, and the PLANS project are continuing to participate in *The College of Direct Support*. As of this date, there were 3,239 learners taking courses from this online training source. Total lessons assigned as of this date were 85,909 with 38,909 lessons being completed. Included in the total learners were: 111 people being supported; 21 family members / guardians; 20 learners from Dakota State University and University of South Dakota, 8 USD Center for Disabilities staff and 12 Elk Point-Jefferson School District staff.

The project continues to be monitored by a "Local Agency Administrator" group led by the State-wide College Administrator who is housed in the Center for Disabilities at the University of South Dakota. This Project Workgroup numbers 23 individuals and



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includes representation from the State Division of Developmental Disabilities and the Project Director from the South Dakota Association of Community Based Services.

Emphasis continues to be placed on expanded use of the College by consumers and their parents/family members; both through the efforts of the participating agencies, PLANS Project and special education program. The special education involvement is focused on enhancing the “transition” process enabling consumers to make the transition from school to the adult world as smooth as possible. Agencies have been able to enhance consumers/self-advocates access to services through both direct support professionals (DSPs) receiving improved training as well as consumers receiving “college” training (often jointly with DSPs. Increased emphasis is being placed on making the College of Direct Support more available and accessible to self-advocacy groups such as People First.

Specific “Consumer Satisfaction Survey’s were not conducted by this project. However, “College Learner Satisfaction Surveys” are continually conducted (which include some consumer/parent learners). Examples of questions asked are:

- Will this lesson help you perform your job? 100% responded good, very good or excellent.
- Will the skills you learned help you support your customers more effectively? 100% of the learners responded good, very good or excellent.
- Will the skills you learned help you advocate for your customers (yourself / your son/daughter) more effectively? 100% of the learners responded good, very good or excellent.
- Will the skills you learned help you support your customers safely without restricting their rights or limiting their options? 100% responded good, very good or excellent.

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project/activity name: Lighting the Way – Autism in Our Communities Conference

- (i) Implementer: ☐ In house ☒ by contract/grant
- (ii) Grantee/Contractor name (if appropriate): Autustana College
- (iii) Beginning date: 6/1/08 Ending date: 6/30/08
- (iv) Part B \$ 5,000 Other(s) \$ 40,020
- (v) Intermediaries/Collaborators  
☐ State Protection and Advocacy System  
☐ University Center(s)
- (vi) Primary Type of Activity.  
☐ Outreach  
☐ Training  
☐ Technical Assistance  
☒ Supporting & Educating Communities  
☐ Interagency Collaboration & Coordination  
with Related Councils, Committees and Programs  
☐ Barrier Elimination, Systems Design & Redesign  
☐ Coalition Development & Citizen Participation  
☐ Informing Policymakers  
☐ Demonstration of New Approaches to Services and Supports  
☐ Other(s) \_\_\_\_\_

(vii) Briefly Describe the Project, Strategy, or Activity.

The “Lighting the Way: Autism Spectrum Disorders (ASD) in our Community” Conference brings together various facets of the community and provides the opportunity to learn and to develop collaborative strategies for meeting the diverse needs of individuals with ASD and their families. Believing that awareness and education are important tools in serving individuals and their families, the sponsors are committed to bringing nationally recognized presenters to our state. Conference goals included:

1) raising awareness in the community of autism and autism spectrum disorders. Community is used in the broadest sense to include local, state and regional communities. Some participants traveled more than 250 miles to attend the conference. As a result of the conference, educators, service providers and first responders have a better understanding of ASD and learned new strategies to support individuals with ASD and their families. Approximately 265 individuals attended the conference – including individuals with autism, parents, service providers, social workers, speech/language pathologists, educators, administrators, counselors, paraprofessionals, music therapists, school nurses, occupational therapists, school psychologists and state legislators. At least 95 of these participants indicated this was their very first conference on the topic of ASD.

2) training for educators, families, support personnel, service providers, first responders and community members. The training was designed to assist professionals to develop more effective strategies and programs to meet the needs of individuals with ASD. Pre

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and post conference surveys were utilized to measure this outcome. 97% of the participants ranked the content of the keynote speakers as good or excellent; 91% ranked the content of the breakout sessions as good or excellent; and 93% ranked the content of the sessions presented by parents as good or excellent. Conference participants indicated a need for early identification and intervention strategies for the 2009 conference. Conference participants also indicated they appreciated having keynote speakers who either have an ASD or have a family member with ASD.

3) collaboration among the various entities serving individuals with ASD and their families. The committee represents a variety of entities serving those with ASD and their families.

Minnesota Public Radio interviewed one of the parent speakers during the conference. This information reaches not only Minnesota residents, but Eastern South Dakota residents as well.

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**2. COUNCIL RESULTS FOR REPORTING YEAR IN FORMAL/INFORMAL COMMUNITY SUPPORTS (CS):**

Individuals have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.

CS01 People receive formal/informal community supports through Council efforts:                     

CS02 Dollars leveraged for formal/informal community supports:   \$76,082  

CS03 Formal/informal community supports programs/policies created/improved:           

CS04 People facilitated formal/informal community supports:   34  

CS05 People trained in formal/informal community supports:           

CS06 People active in systems advocacy about formal/informal community supports:  
  91   (Results reported in QA06.)

Breakout number by category:

1) Self -advocates:   6  

2) Family members:   26  

3) Others:   59  

CS07 People trained in systems advocacy about formal/informal community supports:  
                     (Results reported in QA07.)

Breakout number by category:

1) Self-advocates:           

2) Family members:           

3) Others           

CS08 Buildings/public accommodations became accessible:           

CS09 Other - Number of new learners using the College of Direct Support   239  

Total number of learners using the College of Direct Support   3229  

CS10 Other -People provided information and resources related to community supports.   333  

CS11 Other - Number of people with DD estimated to benefit from community support activities supported by the Council:   3,700  

**3. NARRATIVE DESCRIPTION OF COUNCIL RESULTS FOR REPORTING YEAR IN FORMAL/INFORMAL COMMUNITY SUPPORTS.**

Council activities in the area of Community Supports has covered training for direct support professionals; systems change activities related to person-centered thinking skills and tools, independent service coordination, and self-directed services; expanding

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College of Direct Support to people with developmental disabilities and their families; and a small research project related to people with challenging behaviors (sex offenders with developmental disabilities).

South Dakota's College of Direct Support (CDS) is utilized by all 19 community support providers, the state's Developmental Center (institution for people with developmental disabilities), people with developmental disabilities; family members, and staff hired by people served through the PLANS and Family Support 360 programs. At Partners in Policymaking in 2008, past graduates of Partners were asked to develop and submit presentations for the Continuing Education portion of the weekend. A recent graduate, presented on the College of Direct Support along with her community support provider staff. She shared how the agency has used the College of Direct Support to reinforce the use of Respectful Language and Practices by direct support professionals.

The following is from an email sent by a Direct Support Professional (DSP) who took classes through the College of Direct Support (CDS) and provides services to a participant through a self-directed program. "I just finished the CDS classes. I really appreciate all those who made this class possible. It should be a requirement for every DSP. I can not only use the classes for (my agency) but some will work for my training needed in the after school program and some for my training in foster care. A couple of the classes completely changed my way of thinking in certain areas. The one on [disability] culture really gave me some insights I did not have before."

Interventions for Persons with DD with Sexual Offender Traits - Dr. Jay Trenhaile, Department Head for Counseling and Human Resource Development at South Dakota State University, was the consultant for this project. Dr. Trenhaile attended a regional conference, interviewed practitioners, and researched interventions used to help sex offenders. Through these efforts, approximately 100 PowerPoint slides with interventions were developed and placed on the SDSU and Council websites. This information will be shared with practitioners in our state. Since the population of offenders is growing, this information is believed to be very timely. Hopefully it will encourage therapists to complete additional training to better support people with developmental disabilities who exhibit sexual offender characteristics.

The DD Network provided a presentation on the Criminal Justice/Human Services Handbook to approximately 12 people at the SD Sheriff's Association Conference in Deadwood in October 2007. The presentation covered the history and overview of the Handbook; how to distinguish developmental disabilities from mental illness; services available for people with developmental disabilities, numbers of people with developmental disabilities, checklists for law enforcement and jail staff, the Individual Justice Plan process and example, respectful or people first language, resource list and time for questions. 20 Handbooks were distributed along with 8 ADA Resource Guides. The Council worked with the SD Coalition of Citizens with Disabilities to disseminate copies of the handbook to everyone that was listed as a resource in the handbook as well as a variety of other agencies and organizations. During FFY08 1,125 handbooks were disseminated. Dissemination will continue through FFY09. The DD Council Director has included this handbook in its booth displays at every conference and always, no matter the audience, 10-15 copies of the book would be picked up by

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attendees. This included conferences where the main focus was not related to criminal justice but to child care, early education and intervention, special education, transition, housing, and more. The handbook is also available on the Council's website.

Council staff and members are part of the PLANS (People Leading Accessible Networks of Support) Workgroup for the Family Support 360 grant. The primary goal is to pilot a One-Stop Center to provide a seamless, single-point of entry service delivery model that will assist families and communities in supporting people with developmental disabilities and their families. The Workgroup is made up of 21 people with disabilities, family representatives, and public and private agencies directly involved in the assessment, planning, and development of the Family Support 360 Grant. The Project utilizes the highly effective model of South Dakota's Family Support Program to offer adults with disabilities who choose to access services and supports while remaining in their home community. Due to the rural nature of South Dakota, the Project provides a One-Stop Center to access a myriad of services but also a Coordinator who travels to the families to provide in-depth planning for services and supports.

Recent PLANS activities include:

- Continuation of local programs in Milbank, Sioux Falls (2) and Rapid City and the expansion of another program in Central South Dakota.
- Services are provided to families based on their unique needs; however an emphasis was placed on service coordination, respite care, personal care, special medical and adaptive equipment and supplies, companion care, employment services, environmental adaptations and nutritional supplements.
- As of September 30, 2008, there were 199 families that had been or are currently served by PLANS. There are currently 106 active plans of care. The number of referrals continues to be steady and there is a future potential for the development of waiting lists and prioritizing needs.
- Project staff share information about opportunities for training. This includes recommending courses from the College of Direct Support. The College of Direct Support has not only provided new opportunities for continued learning for people with developmental disabilities but also enhanced computer and internet skills. One barrier to using the internet based program was that many PLANS participants had little or no access to computers or the internet. Public computers have been utilized and other resources developed.
- Training specific to guardianship, conservatorship and durable power of attorney was provided this fall. Future opportunities in the areas of health and safety and disaster preparedness are being planned for the final year of the project.
- The PLANS Coordinators assist each family to access and purchase needed services and supports based on their specific needs. Some families and individuals need hands-on intensive assistance with this process but others want more independence. The PLANS Coordinators work with the individuals and families to utilize natural supports and existing resources whenever possible.
- Subcommittees of the PLANS Workgroup included home ownership, transition services when leaving school, and co-occurring mental health disorders. During the final year of the PLANS grant, the sub-committees include mental health; family strengthening; and supported employment.

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- Workgroup members were involved in the development of a quality assurance process and tools for use when reviewing the Coordinator's and services provided. A satisfaction survey was also developed for participants.
- As this grant moves to its final year of federal funding through the Administration on Developmental Disabilities, work continues to make the project sustainable through the current Family Support HCBS Waiver.





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**COUNCIL RESULTS FOR REPORTING YEAR IN CROSS CUTTING.**

- CC1. Public Policymakers educated by council about issues related to Council initiatives: 47
- CC2. Copies of products distributed to policymakers about issues related to Council Initiatives: 4
- CC3. Members of the general public estimated to have been reached by Council public education, awareness and media initiatives: 15,609
- CC4. Other - 3 Number of needs assessments and surveys completed for planning purposes.
- Other - 82 Number of people involved in responding to the surveys, etc.
- CC5. Other - 2 Number of policies, procedures and activities as result of DD Network Retreat.

**NARRATIVE DESCRIPTION OF COUNCIL RESULTS FOR REPORTING YEAR IN CROSS CUTTING.**

DD Awareness Month activities were a collaborative effort of the DD Network. Public Service Announcements were sent to all radio, television and newspaper outlets across the state. Total circulation is more than 100,000 with an estimate of 15,000 who read or heard the PSAs. Governor Rounds signed a proclamation for "Developmental Disabilities Awareness Month". The Council provides posters and copies of the PSA and proclamation to all community based providers, Council grantees, Family Support Programs, PLANS Programs and Division of Developmental Disabilities Resource Coordinators. In addition, participants at the February Partners in Policymaking weekend received materials and were asked to use them to promote DD Awareness in their communities. Several Partners worked with their local cities for Mayoral Proclamations.

The College of Direct Support project staff worked with the Governor's Office for a Proclamation for Direct Support Professionals Recognition Week in September 2008.

The FriendsLink program which was initially funded by the Council a few years ago, was featured on Kelo-Land TV's "Eye on Kelo" segment. The Kelo-Land website also has a Community section that is currently featuring information about and for people with disabilities. Links to stories are available from this section as well.

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**SECTION IV: CONSUMER SATISFACTION WITH COUNCIL SUPPORTED OR CONDUCTED ACTIVITIES**

Consumer Satisfaction Narrative - Please provide any additional information to describe the consumer satisfaction rating results. (2,500 characters)

If you conducted an evaluation of the project's activities, please provide a summary of the satisfaction data.

Number of responses     317

**CONSUMER SATISFACTION**

1. I (or my family member) was treated with respect during this project activity.

YES    306    96.5%  
NO    9    2.8%

2. I (or my family member) have more choice and control as a result of this project activity.

YES    291 # 91.7%  
NO    22 # 6.9%

3. I (or my family member) can do more things in my community as a result of this project activity.

YES    289 # 91.2%  
NO    21 # 6.6%

4. I am satisfied with this project activity.

6	Strongly Agree	<u>175</u> # 55.2%
5	Agree	<u>120</u> # 37.8%
4	Somewhat Agree	<u>1</u> # .3%
3	Somewhat Disagree	<u>1</u> # .3%
2	Disagree	<u>4</u> # 1.2%
1	Strongly Disagree	<u>2</u> # .6%

5. My life is better because of this project activity.

6	Strongly Agree	<u>149</u> # 47%
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5	Agree	___137___#	43.2%
4	Somewhat Agree	___5___#	1.6%
3	Somewhat Disagree	___1___#	.3%
2	Disagree	___10___#	3.2%
1	Strongly Disagree	___2___#	.6%

The following two questions were optional if a project included rights and protection:

6. Because of this project activity, I (or my family member) know my rights.

YES \_\_\_165\_\_\_# 93.8%  
NO \_\_\_11\_\_\_# 6.2%

7. I (or my family member) am more able to be safe and protect myself from harm as a result of this project activity.

YES \_\_\_161\_\_\_# 91.4%  
NO \_\_\_15\_\_\_# 8.5%

**NARRATIVE** – Please provide any additional information to describe the consumer satisfaction results.

Projects funded by the Council are required to complete some type of evaluation. If the project chooses to use the Consumer Satisfaction Survey those results were reported in this section.

A few comments from participants at the Lighting the Way Autism Conference included: "Now I have a better awareness of autism." "Learned new skills to cope with Asperger's Syndrome." "This conference provided great hope, support and validation." "The educational benefit of these two days has been immense. The strategies/skills suggestions will be very beneficial for me next year when I work with a child with autism."

In April 2008, several opportunities for public input were used to solicit information regarding the DD Network and issues facing people with disabilities. Information was shared at a planning meeting for a United Cerebral Palsy Education and Research Center, Special Education Advisory Panel meeting, Listening Session at the Center for Disabilities in Vermillion, and Listening Session at Partners in Policymaking's Graduation and Continuing Education weekend.

The top issues that were noted at the listening sessions included: veterans returning from Iraq and going/returning to college; students who had been on an IEP in high

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school are coming to college unprepared for requesting services or understanding what services are available for post-secondary education; lack of knowledge about IEPs for parents, educators and students; transition services when leaving high school are lacking in many ways; need self-advocacy skills training for people with disabilities; more information needed for parents on reservations and military bases.

In addition, at Partners in Policymaking's Graduation and Continuing Education weekend attendees were asked to complete a printed Stakeholders Satisfaction Survey. Results were as follows:

What does the Council do well?

Partners graduates are kept informed; coordination with other programs and agencies; supporting families with disabilities; and staff is visible and accessible.

What could the Council do better?

Better public awareness so that more parents and families know about what is available in South Dakota; continue collaboration with other sources; get money out to groups that are not agencies;

Who responded? A total of 16 people including people with developmental disabilities, parents, and members of other boards and councils.

Impact: Council activities have improved the ability of people with developmental disabilities and family members to:

1. make choices and exert control over the services and support they use

Strongly agree – 4

Somewhat Agree – 2

Agree - 10

2. participate in community life

Strongly agree – 6

Somewhat Agree – 3

Agree - 6

Strongly Disagree - 1

Satisfaction – Council activities promote self-determination and community participation for people with developmental disabilities:

Strongly agree – 6

Somewhat Agree – 2

Agree - 7

Somewhat Disagree - 1

Some comments from the graduates of Partners in Policymaking include:

- Continue to stay supportive of what individual's state as a need! That's so important.
- Staff does a great job of being available to explain issues and offer assistance.
- Thank you for all that you do!

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Grantees were also asked to complete a printed Stakeholders Satisfaction Survey at the time they were reporting outcomes for this Annual Report. Results were as follows:

What does the Council do well?

- Listening to the needs of stakeholders and funding projects that assist in development of new programs or initiatives. The Council meets a need that is not filled by other organizations in our state.
- The Council does an outstanding job of supporting and educating communities and working or supporting interagency coordination.
- The Council also does a good job of helping to develop new opportunities especially with regards to participation by citizens (both with and without disabilities).
- Supporting community education on issues that affect people with disabilities.
- Supports programs / initiatives designed to evolve our community DD system, providing for more consumer choice and control over the supports they need and are receiving.
- Responds promptly to individual questions and/or concerns relating to the grant procedures and provides great assistance to new staff through the reporting processes.
- The Council does an excellent job of reviewing and awarding grants and is very supportive of their grant recipients.
- The Council has provided opportunities for families and individuals with disabilities to share what they want and need in their striving for self-determination within the state.

What could the Council do better?

- Getting involved in more issues and initiatives that don't necessarily need funding.
- - Systemic changes especially with regards to elimination of barriers is a difficult task and we have work to do here in South Dakota.
- Grant forms were difficult to locate online.

Who responded? 10 current Council grantees

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**SECTION V: COUNCIL PROGRESS IN ACHIEVING GOALS**

**Goal: EMPLOYMENT**

Goal Description: People with developmental disabilities with have a variety of employment options.

Goal achievement:           Met  
                                    Partially met         X      
                                    Not met

Narrative: Please provide a description of the extent to which the goal was achieved. If not achieved, a description of factors that impeded the achievement.

The Council's objectives relate to providing training, information and resources for people with developmental disabilities, their families, service providers, and employers on topics related to employment; self-employment; and activities in the areas of transition from school to work.

Only a small percentage of the people receiving services from a community-based DD provider are employed in a competitive job and more than half are not paid for any type of work in any environment. Although there has been much progress in the effort to assist people with disabilities to obtain competitive community employment and more options are becoming available to make this happen; we continue to struggle especially in finding meaningful employment for people with the most significant disabilities.

During FFY08, the Council changed its outcomes to more accurately reflect specific training that would be provided and tracked for longer term outcomes.

The Council continues to discuss and plans to pursue a project in self-employment during this Five-Year Plan. One issue for the Council is the continued sustainability of such a project and therefore, no projects have currently been funded. The Council continues to work closely with the Division of Rehabilitation Services when looking at the viability of employment projects brought before the Council.

At this time, the Medicaid Infrastructure Grant has been supporting Mike Walling trainings across the state. The SD RehabACTion continues to support two conferences annually which the Council has been involved in supporting speakers. Through participation in the PLANS Workgroup Sub-committee on Supported Employment, the Council may be able to define some activities or a project to pursue for the upcoming years.

**Goal: HOUSING**

Goal Description: People with developmental disabilities are provided opportunities and choice for inclusive community living.

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Goal achievement:           Met  
                                    Partially met     X    
                                    Not met

Narrative: Please provide a description of the extent to which the goal was achieved. If not achieved, a description of factors that impeded the achievement.

The Council's objectives relate to the dissemination of information and the promotion of home ownership and other community living options.

The recent data from the University of Minnesota, Research and Training Center on Community Living, Institute on Community Integration/UCEDD shows that in FY07 most people with developmental disabilities in South Dakota lived in homes of 1-6 people (1,604). Another 515 lived in settings of 7-15 people and only 174 lived in settings of 16 or more people. The number of people with developmental disabilities living in institutions has dropped from 279 in 1998 to 158 in 2007.

During FFY07 and FFY08, the Council met its targets for dissemination of the revised "Guide to Home Ownership for People with Limited Incomes in South Dakota" and promotion of community living thru newsletters and presentations. We are hopeful that in the coming years we will use the success stories that we are gathering to reach a broader number of people including bankers and realtors.

### **Goal: HEALTH**

Goal Description: People have a range of needed health care services, with a focus on dental and medical services, preventative health care, traumatic brain injury and fetal alcohol syndrome.

Goal achievement:           Met  
                                    Partially met     X    
                                    Not met

Narrative: Please provide a description of the extent to which the goal was achieved. If not achieved, a description of factors that impeded the achievement.

The Council's objectives relate to dental services and providing information and training on health care topics.

During FFY08, the Council's project in the dental services area successfully reached over 400 dentists and dental auxiliaries through a one-day training. In addition to the training, enhanced reimbursement through Medicaid was approved for those dentists who attended the training. The Council will continue to be involved in activities to

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promote the access and availability of dental care for people with developmental disabilities in coming years.

In addition to these activities, the Council continues to remain involved with activities in the area of Fetal Alcohol Spectrum Disorders.

**Goal: EDUCATION**

Goal Description: People with developmental disabilities meet their educational goals.

Goal achievement:	Met	
	Partially met	<u>    X    </u>
	Not met	

Narrative: Please provide a description of the extent to which the goal was achieved. If not achieved, a description of factors that impeded the achievement.

The Council's objectives relate to providing training, information and resources for people with developmental disabilities, their families, and education professionals, on topics related to early intervention, inclusion, transition, person-centered planning, co-occurring disorders, etc.

Although the Council did not have any specific projects in this area of emphasis, several projects had outcomes related to students involved with the education and early intervention areas. Of particular interest to the Council is the area of transition from school to post-secondary education, work or adult services. The Council hopes to continue these efforts and to possibly look to future activities particularly in the areas of person-centered thinking skills and transitioning to adult services.

The Council feels that projects such as the Youth Leadership Forum (YLF) and Partners in Policymaking (although not considered in this area of emphasis) have an impact on local education agencies as both the students and their families become more knowledgeable about the transition process and become better at person-centered planning. Participants in the YLF continue to gain notice among teachers and community members as they gain self-confidence and self-determination skills. Teachers and community members are attributing those skills to YLF and its activities.

Other activities in this area include the State of South Dakota receiving a National Governors Association grant to host a summit on early childhood. South Dakota has chosen to carry out the Summit in three phases. Phase I convened the Kids Cabinet formed as part of the 2010 Education Initiative. The Kids Cabinet members began their work around the needs of children ages birth to 3 years as part of the infant and toddler training initiative. During Phase I, Dr. J. Ronald Lally was the keynote speaker at the Building a Foundation for Success Infant & Toddler Trainer Conference in August 2007. Kids Cabinet members and others were invited to hear his remarks and to discuss early care and education issues with Dr. Lally and other policymakers, community leaders



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and stakeholders. Phase II will convene a broad group of state and local stakeholders to discuss the issues identified in Phase I and identify needs and best practices relative to children ages 3-5 years old. (Scheduled for December 2007) Phase III includes developing state action plans for early childhood to complement the "Starting Strong" component of the 2010 Education Initiative.

The Council has been involved in the dissemination of a guide entitled, "What Parents Should Know about Special Education in South Dakota". Nearly 15,000 books have been distributed statewide and a second printing is planned. South Dakota Parent Connection (PTIC), SD Advocacy Services (P&A), and the Center for Disabilities (UCEDD) were involved in the development and printing. The book was created in response to requests from parents, parent groups, advocacy groups and professionals who had used and enjoyed a previous publication developed prior to the passage of the IDEA of 1997. The guide provides readers with a detailed explanation of current federal special education law. This book also provides several references to the current Administrative Rules of South Dakota where they differ significantly from the federal requirements. The intent was to make the laws understandable and user-friendly, while not ignoring the specific language of the federal regulations. The book is divided into sections. Each page within these sections contains a general section heading and under each general heading is a detailed sub-heading. All but a handful of the subheadings refer to specific federal regulations. For each subheading, there are boxes entitled "What the Federal Regs Say", "What the Regulations Mean", "What Parents Should Know", and when appropriate "In South Dakota". Parents, support providers and educators have all commented about the usefulness of the guide. Many schools have requested the books to give to parents of all students on IEPs.

### **Goal: CHILDCARE**

Goal Description: Children and families benefit from a range of inclusive, flexible childcare options.

Goal achievement:	Met	
	Partially met	<u>    X    </u>
	Not met	

Narrative: Please provide a description of the extent to which the goal was achieved. If not achieved, a description of factors that impeded the achievement.

The Council's objectives relate to the Council remaining informed and the sharing of information and resources related to inclusive childcare.

Although the Council does not fund many projects in this area, it does remain open to collaboration for increasing childcare availability.

The Department of Social Services, Division of Child Care Services State Plan for the Child Care and Development Fund for FFY07-09 includes direct child care assistance

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for qualifying children with advanced special needs and families of low income; funding for child development information for parents and literacy activities; activities to increase the availability of infant-toddler care; out-of-school time programs; professional development, early childhood development and health and safety grants. Child Care Programs that promote inclusion are: ongoing training and technical assistance to providers required via regulation; Inclusion Specialists in each Early Childhood Enrichment site statewide; Social-Emotional Consultation Services; program for Children with Advanced Special Needs; and Out-of-School Time training.

The Council continues to be involved with the SD Alliance for Children which provides a forum for keeping current on activities and potential needs related to childcare and after-school and out-of-school time programs.

### **Goal: RECREATION**

Goal Description: People benefit from inclusive recreational, leisure and social activities consistent with their interests and abilities.

Goal achievement:	Met	
	Partially met	<u>    X    </u>
	Not met	

Narrative: Please provide a description of the extent to which the goal was achieved. If not achieved, a description of factors that impeded the achievement.

Council objectives in this area include providing assistance to people with developmental disabilities of all ages to participate in inclusive recreation opportunities of their choice; and providing information and resources to people regarding recreation and leisure activities.

Again, although the Council does not have many projects in this area, information and resources are shared through the Council's DDC Notes and website. A pool of funds has been set aside similar to the travel assistance funds to assist parents of children with developmental disabilities and adults with developmental disabilities to access recreational opportunities.

### **Goal: TRANSPORTATION**

Goal Description: People have transportation services for work, school, medical and personal needs.

Goal achievement:	Met	
	Partially met	<u>    X    </u>
	Not met	

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Narrative: Please provide a description of the extent to which the goal was achieved. If not achieved, a description of factors that impeded the achievement.

Council objectives in this area relate to maintaining an awareness of the status of Public Transportation in the state and the needs of people with disabilities as well as enhancing community transportation in at least 2 areas of the state.

During FFY08 the Council received an update on the United We Ride activities and report from the Department of Transportation. In addition, three of the local self-advocacy teams have selected projects in the area of transportation for their local action projects. Outcomes were reported for one of those local projects. The Council is looking forward to hearing the progress of these local teams and sharing their stories with other advocates.

The Council continues to look for ways to collaborate on activities related to transportation because it is so important for people with developmental disabilities, particularly in a rural state.

**Goal: QUALITY ASSURANCE**

Goal Description: People have the information, skills, opportunities and supports to live free of abuse, neglect, financial and sexual exploitation and violations of their human and legal rights.

Goal achievement:	Met	
	Partially met	<u>    X    </u>
	Not met	

Narrative: Please provide a description of the extent to which the goal was achieved. If not achieved, a description of factors that impeded the achievement.

The Council's objectives in the area of Quality Assurance include leadership development, self-advocacy training and statewide organization, assistance for people with disabilities and their family members to attend conferences and workshops, and systems change activities in the community-based system.

The Council has supported Partners in Policymaking for 16 years and the Youth Leadership Forum for 10 years. Both of these projects continue to provide information on resources and leadership skills training to new potential leaders each year. The Council believes that educated and knowledgeable people have a greater impact on the quality of services and supports provided to people with developmental disabilities.

The Mobilizing for Self-Advocacy project funded by the Council is just completing its third year of a three year project. To date, the project has provided training and technical assistance to 6 self-advocates so that they are knowledgeable about self-

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advocacy and are able to share that knowledge with other self-advocates. The local teams that have been created are working on systems change activities and have developed a state plan for a self-advocacy network.

These and other projects will assist the Council in meeting its objectives and performance targets for this area.

**Goal: FORMAL & INFORMAL COMMUNITY SUPPORTS**

Goal Description: People have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.

Goal achievement:	Met	
	Partially met	<u>    X    </u>
	Not met	

Narrative: Please provide a description of the extent to which the goal was achieved. If not achieved, a description of factors that impeded the achievement.

The Council's objectives include the College of Direct Support, providing training, information and resources to a variety of people, inclusive worship, and the criminal justice area.

The Council plans to continue collaboration with other entities to provide training and information so that our overall objectives can be met by the end of the five year state plan. Several of these efforts are impacted by the amount of time the Council's sole staff person has available for activities.

The College of Direct Support continues to be expanded to offer more people the opportunity to participate. Currently, the grantee is working to secure other sources of funding to continue this project beyond Council funding. Due to the current economic situation, this project may be continuing with some Council funds for another year.

**Goal: CROSS-CUTTING**

Goal Description: Public relations materials produced and disseminated by the Council and Council grantees focuses on "inclusion of people with developmental disabilities".

Goal achievement:	Met	
	Partially met	<u>    X    </u>
	Not met	

Narrative: Please provide a description of the extent to which the goal was achieved. If not achieved, a description of factors that impeded the achievement.

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Council objectives in this area include providing information and resources, education of legislators and public policymakers, completion of needs assessments and surveys, and DD Network Collaboration.

During FFY08, the Council collaborated with its DD Network Partners to participate as presenters and/or exhibitors at a wider variety of conferences and special events. This collaboration provides an excellent opportunity for the DD Network to efficiently promote inclusion of people with developmental disabilities and to share information on programs and services available.

Handbooks supported by the Council and developed or updated by the Center for Disabilities continue to be in demand throughout the state and nation as well as internationally. In response to requests for information on services for people with developmental disabilities, the Council and Center are working to develop a new handbook to address this need for people with developmental disabilities and their families. This handbook should be completed in FFY09 for dissemination.

During the 2007 Legislative Session, House Concurrent Resolution No. 1007 was passed recommending that state agencies practice people first or respectful language in all policies, etc. During FFY08, Council staff contacted the Department of Education to change language referring to "Handicapped parking" available at training locations; Tourism Office to change language in Events section referring to "Handicap Access"; State Phone Directory, conference room list to change use of "Handicapped"; and State Lodging Directory to change language referring to "Handicap Access".

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**SECTION VI: REPORTING YEAR EXPENDITURES**

**A. Types of Recipient**

RECIPIENT	Part B \$	Match \$	TOTAL \$
1. DD Council	\$ 2,339	\$ 738	\$ 3,077
2. Designated State Agency			
3. Other(s) State Agency	\$ 91,494	\$ 53,706	\$ 145,200
4. P&A System	\$ 109,453	\$ 59,598	\$ 169,051
5. University Center(s)	\$ 24,982	\$ 12,349	\$ 37,331
6. Non-Profit Organizations	\$ 196,941	\$ 97,031	\$ 293,972
7. Other	\$ 166,705	\$ 45,501	\$ 212,206
<b>8. TOTAL</b>	<b>\$ 591,914</b>	<b>\$ 268,923</b>	<b>\$ 860,837</b>

**B. Cost Categories – Areas of Emphasis, General & DSA Functions**

CATEGORY	Part B \$	Other(s) \$	TOTAL \$
1. Employment	\$ 26,457	\$ 3,722	\$ 30,179
2. Education & Early Intervention	\$ 4,273	\$ 58	\$ 4,331
3. Housing	\$ 1,961	\$ 5,555	\$ 7,516
4. Health	\$ 5,526	\$ 1,352	\$ 6,878
5. Child Care	\$ 2,091	\$ 3	\$ 2,094
6. Recreation	\$ 8,837	\$ 7,957	\$ 16,794
7. Transportation	\$ 1,961		\$ 1,961
8. Quality Assurance	\$ 410,056	\$ 154,488	\$ 564,544
9. Formal/Informal Community Support	\$ 103,016	\$ 90,578	\$ 193,594
10. General management (Personnel, Budget/Finance/Reporting)	\$ 27,736	\$ 5,210	\$ 32,946
11. Functions of the DSA			
<b>12. TOTAL</b>	<b>\$ 591,914</b>	<b>\$ 268,923</b>	<b>\$ 860,837</b>

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**SECTION VII: DISSEMINATION OF ANNUAL REPORT**

1. Full copies of the annual report are shared with the Governor's Office, Secretary of the Department of Human Services, Council members, Congressional Offices and appropriate individuals, agencies and organizations in South Dakota.
2. Highlights of the report and/or information on how to secure a complete copy of the report is featured in newsletters from such agencies/organizations as the Center for Disabilities, SD Advocacy Services, SD Parent Connection and the SD Coalition of Citizens with Disabilities.
3. The Council maintains a mailing list of over 400 individuals and agencies that have expressed an interest in receiving periodic updates on the Council and its activities. Information on the Annual Report is included in the email or hard copy notices that are sent to this group.
4. A summary is placed on the Council's web page with information on how to secure a complete copy of the report.
5. Copies of the report are made available in alternate formats upon request.

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**SECTION VIII: DEVELOPMENTAL DISABILITIES NETWORK COLLABORATION**

**A. Provide information related to only those issues/barriers affecting individuals with developmental disabilities and their families in your State that the DDC, P&A, and University Center(s) (the DD network) have jointly identified as critical State issues/barriers.**

Using short titles, list 5-10 areas that the DDC, P&A, and University Center(s) have identified as critical State issues/barriers.

1. Training in Rights, Self-Advocacy & Self-Determination
2. Housing Issues
3. Family Support Issues including Special Education
4. American Indian/Tribal Issues
5. Criminal Justice
6. Legislative Issues
7. DD Network Collaboration

**B. Provide the following information for at least one of the issues/barriers selected for DD Network collaboration.**

1. Issue/Barrier # 1
2. Provide a brief description of the collaborative issue/barrier and expected outcome(s):

The DD Network works together to gather information to set priorities. This effort includes a discussion about the types of information people are requesting but seem to have difficulty finding. Family members and adults with developmental disabilities have expressed frustration about not knowing what services are available or how to access the services when they hear about them. To address this need, the DD Council funded a grant to the Center for Disabilities for the development of a user-friendly "Roadmap to Services". Agencies (including SD Advocacy Services), parents and people with disabilities will have the opportunity to contribute, edit, review and refine the document as it is developed. Currently the Roadmap is expected to be disseminated in FFY2009.

3. Reference applicable Life Area(s): Self-Determination and Community Inclusion
4. Describe the Council's specific roles and responsibilities in this collaborative effort and technical assistance expertise your Council can provide to other States:

The Council has provided funding for the development, printing and dissemination of this handbook. Council members will be provided a draft to review and provide comments prior to finalizing the handbook. Council staff have been involved in the development process and will disseminate the handbook at conferences, trainings and meetings.



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5. Briefly identify problems encountered as a result of this Collaboration, and technical assistance, if any, desired.

There have been no problems within the DD Network regarding this collaboration.

6. Describe any unexpected benefits of this collaborative effort.

This project has moved smoothly and swiftly from the beginning and will hopefully provide the best information possible regarding the developmental disabilities service system for people with developmental disabilities, parents, family members, guardians and professionals.